DOCUMENT RESUME

ED 420 648 SP 038 008

TITLE	The Metropolitan Life Survey of the American Teacher, 1998. Building Family-School Partnerships: Views of Teachers and Students.
INSTITUTION	Harris (Louis) and Associates, Inc., New York, NY.
SPONS AGENCY	Metropolitan Life Insurance Co., New York, NY.
PUB DATE	1997-00-00
NOTE	285p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Academic Achievement; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Partnerships in Education; Secondary Education; Secondary School Students; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS	Metropolitan Life Insurance Company

ABSTRACT

This 1997 study followed up the Metropolitan Life Survey of the American Teacher 1987: Strengthening Links Between Home and School, comparing current teacher and student opinions on parental involvement in education with those of teachers and parents in 1987. Teachers and students, grades 7-12, completed surveys on actual versus desired level of parental involvement in education, school role in encouraging parental involvement, parental involvement in school policy decisions, at-home parental involvement, and validity of criticisms commonly made of parents. A total of 1,306 students completed self-administered surveys during English class, and 1,035 teachers completed telephone interviews. Overall, teachers and students were positive about the role that parents could and did play in supporting public schools and children's education. They welcomed parental involvement, believing that parents should take active roles, though not leadership positions. Many teachers had higher parent expectations than they did in 1987. Most students felt their parents were actively involved in and supportive of their education at home and school. There was a strong, consistent association between students' academic success and the extent to which they felt their parents took an interest in and supported their academic and personal aspirations. Teachers were generally satisfied with the frequency of contact with parents. There were some stark differences between the experiences of urban teachers and suburban or rural teachers. (SM)

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The Metropolitan Life Survey of

ED 420 648

THE AMERICAN TEACHER 1998

Building Family-School Partnerships: Views of Teachers and Students

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The Metropolitan Life Survey of

THE AMERICAN TEACHER

1998

Building Family-School Partnerships: Views of Teachers and Students

Conducted for
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by
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Fieldwork: April 22-June 11, 1997

TABLE OF CONTENTS

Page #

INTRODUCTION 1
Survey Method 1
A Note on Reading the Tables and Figures 2
Project Responsibility and Acknowledgments 2
Public Release of Survey Findings 2

EXECUTIVE SUMMARY 3

MAJOR FINDINGS OF THE SURVEY 7

CHAPTER 1: AN OVERVIEW OF PARENTAL INVOLVEMENT IN EDUCATION TODAY 17
The Qualifications and Competence of Teachers 17
The Amount of Parental Support for Schools 22
The Availability and Responsiveness of Parents 28
The Relations Between Parents and Teachers 33
The Overall Quality of Education That Students Receive 37
Satisfaction With Frequency of Parental Contact 42
Students' Opinions on Parental Involvement With Their Schools 45
Where Parental Involvement in Education Should Occur 48
Level of Parental Involvement 53
Frequency With Which Parents Attend Events at School 62
Frequency With Which Parents Meet With Teachers 65
Frequency With Which Parents Talk on the Telephone With Teachers 66
Frequency With Which Parents Attend Meetings of Parents' Groups 67

CHAPTER 2: SCHOOL-ENCOURAGED PARENTAL INVOLVEMENT 69
Parental Involvement in Educational Areas 69
Parental Involvement in Extra-Curricular Activities 74
School-Initiated Parental Contact 79
Meaningful Roles for Parents 83

CHAPTER 3: PARENTAL INVOLVEMENT IN SCHOOL POLICY CHANGES 87
Changes in Subjects Taught 87
Changes in Homework Policy 92
Changes in Extra-Curricular Activities 98
Changes in Discipline Policy 101
Changes in Grading Policy 106

CHAPTER 4: INVOLVING PARENTS WITH SCHOOLS AND IMPROVING EDUCATION 109
Parents as Promoters and Fund Raisers 109
Parents as Members of a School-Policy Management Team 115
Information and Materials to Support/Reinforce Schooling 121
Parents on Committees to Determine School Curriculum 124
Parents Doing Volunteer Work at the School 128

TABLE OF CONTENTS, CONTINUED

Page #

Time at Home in Support of School and Teachers 133
Parent-Teacher Conversations About School Policies 135
Guidance to Teachers on Better Involving Parents 142

CHAPTER 5: COMMON CRITICISMS MADE OF PARENTS 145
Parents Take Too Little Interest in Their Children's Education 145
Parents Fail to Motivate Their Children to Learn 151
Parents Fail to Discipline Their Children 157
Parents Neglect to See That Children's Homework Gets Done 164
Parents Leave Their Children Alone Too Much After School 170
Parents Set Too High an Academic Standard 171
Parents Set Too Low an Academic Standard 173
Parents Fail to Show Respect for Teachers 174

CHAPTER 6: AT-HOME INVOLVEMENT IN EDUCATION 179
Information on How to Help With Homework Assignments 179
Information on How to Communicate High Expectations 181
Information on How to Motivate Children 183
Information on How to Help Children Develop Good Study Habits 185
Main Obstacle Facing Students When Doing Schoolwork at Home 187
Parental Encouragement to Do Well in School 189
Parental Help to Find the Time and Place to Study 191
Parents Help Go Over Homework 193
Parents Find Time to Talk to Children About School Life 195
Parental Encouragement to Go to College 197
Parental Encouragement to Pursue Their Dreams 199
Parental Help to Understand College Requirements and Application Procedures 201
Parent Availability to Help With Schoolwork 204
Helpfulness of Parents With Schoolwork 206
Helpfulness of Parents With Problems With Teachers and Classmates 209
Helpfulness of Parents With Emotional Difficulties 210

APPENDIX A: SURVEY METHODOLOGY FOR STUDENTS 215
Survey Methodology for Students 217
An Overview 217
Creating a School Sample 217
Weighting the Data 218
Reliability of Survey Percentages 220
The Interviewing Process 223
Gaining the Principal's Consent and Selecting a Class 223
Maximizing Response Rates 223
Maintaining a Representative Sample 224
Interviewing the Students 224
Questionnaire Development 224

TABLE OF CONTENTS, CONTINUED

Page #

Cleaning the Data 224
Potential Sampling Error 225

APPENDIX B: HARRIS/SCHOLASTIC SAMPLE DESIGN METHODOLOGY: TECHNICAL APPENDIX 227
Harris/Scholastic Sample Design Methodology Technical Appendix 229
Introduction 229
Basic Sampling Design 229
Sample Efficiency 230

APPENDIX C: SURVEY METHODOLOGY FOR TEACHERS 233
Survey Methodology for Teachers 235
Sample Disposition and Completion Rate for Teachers 235
Telephone Interviewing Procedures 238
CATI System Used in Interviews for the United States 238

APPENDIX D: THE QUESTIONNAIRE 239

INDEX OF TABLES

Page #

CHAPTER 1: AN OVERVIEW OF PARENTAL INVOLVEMENT IN EDUCATION TODAY

Table 1.1 Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers (Trend) 18
Table 1.2 Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers 18
Figure 1.2 Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers 19
Table 1.3 Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers 20
Figure 1.3 Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers 21
Table 1.4 Teachers' Ratings of the Amount of Support for the School Shown by Parents (Trend) 23
Table 1.5 Teachers' Ratings of the Amount of Support for the School Shown by Parents 24
Figure 1.5 Teachers' Ratings of the Amount of Support for the School Shown by Parents 25
Table 1.6 Teachers' Ratings of the Amount of Support for the School Shown by Parents 26
Figure 1.6 Teachers' Ratings of the Amount of Support for the School Shown by Parents 27
Table 1.7 Teachers' Ratings of the Availability and Responsiveness of Parents (Trend) 29
Table 1.8 Teachers' Ratings of the Availability and Responsiveness of Parents 29
Figure 1.8 Teachers' Ratings of the Availability and Responsiveness of Parents 30
Table 1.9 Teachers' Ratings of the Availability and Responsiveness of Parents 31
Figure 1.9 Teachers' Ratings of the Availability and Responsiveness of Parents 32
Table 1.10 Teachers' Ratings of the Relations Between Parents and Teachers (Trend) 34
Table 1.11 Teachers' Ratings of the Relations Between Parents and Teachers 34
Table 1.12 Teachers' Ratings of the Relations Between Parents and Teachers 35
Table 1.13 Teachers' Ratings of the Relations Between Parents and Teachers 36
Table 1.14 Teachers' Ratings of the Overall Quality of Education at Their Schools (Trend) 38
Figure 1.14 Teachers' Ratings of the Overall Quality of Education at Their Schools 39

INDEX OF TABLES, CONTINUED

Page #

Table 1.15 Teachers' Ratings of the Overall Quality of Education at Their Schools 40
Table 1.16 Aspects on Which Public Schools Can Be Judged (Summary) 41
Table 1.17 Satisfaction With Frequency of Parental Contact (Trend) 43
Table 1.18 Satisfaction With Frequency of Parental Contact 43
Figure 1.18 Satisfaction With Frequency of Parental Contact 44
Table 1.19 Satisfaction With Frequency of Parental Contact 44
Table 1.20 Students' Opinions on Parental Involvement With Schools 46
Table 1.21 Students' Opinions on Parental Involvement With Schools 46
Table 1.22 Students' Opinions on Parental Involvement With Schools 47
Table 1.23 Students' Opinions on Parental Involvement With Schools 47
Table 1.24 Teachers' Views on Where Parental Involvement in Education Should Occur (Trend) 49
Figure 1.24 Teachers' Views on Where Parental Involvement in Education Should Occur 50
Figure 1.25 Teachers' Views on Where Parental Involvement in Education Should Occur 51
Table 1.26 Teachers' Views on Where Parental Involvement in Education Should Occur 51
Table 1.27 Students' Views on Where Parental Involvement in Education Should Occur 52
Figure 1.27 Students' Views on Where Parental Involvement in Education Should Occur 52
Table 1.28 Teachers' Desired Level of Parental Involvement in Their Schools 54
Table 1.29 Teachers' Desired Level of Parental Involvement in Their Schools 55
Figure 1.29 Teachers' Desired Level of Parental Involvement in Their Schools 56
Table 1.30 Level of Parental Involvement With Students' Education 57
Figure 1.30 Level of Parental Involvement With Students' Education 58
Table 1.31 Level of Parental Involvement With Students' Education 59
Table 1.32 Level of Parental Involvement With Students' Education 59
Table 1.33 Level of Parental Involvement With Students' Education 60
Table 1.34 Level of Parental Involvement With Students' Education 60
Table 1.35 Students' Desired Level of Parental Involvement in Their Education 61
Table 1.36 Students' Desired Level of Parental Involvement in Their Education 61
Table 1.37 Frequency With Which Parents Attend School Events 62
Table 1.38 Frequency With Which Parents Attend School Events 63
Table 1.39 Frequency With Which Parents Attend School Events 63

Page #

Table 1.40 Frequency With Which Parents Attend School Events.....64
Table 1.41 Frequency With Which Parents Attend School Events.....64
Table 1.42 Frequency With Which Parents Meet One-On-One With Teachers.....65
Table 1.43 Frequency With Which Parents Talk on the Telephone With Teachers.....66
Table 1.44 Frequency With Which Parents Attend Meetings of Parents' Groups.....67
Table 1.45 Frequency With Which Parents Are Involved in Education at the School (Summary).....68

CHAPTER 2: SCHOOL-ENCOURAGED PARENTAL INVOLVEMENT

Table 2.1 Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas (Trend).....70
Table 2.2 Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas.....71
Table 2.3 Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas.....71
Table 2.4 Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas.....72
Table 2.5 Students' Perceptions of School-Encouraged Parental Involvement in the Classroom.....72
Table 2.6 Students' Perceptions of School-Encouraged Parental Involvement in the Classroom.....73
Table 2.7 Students' Perceptions of School-Encouraged Parental Involvement in the Classroom.....73
Table 2.8 Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas (Trend).....75
Table 2.9 Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas.....76
Table 2.10 Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas.....76
Figure 2.10 Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas.....77

INDEX OF TABLES, CONTINUED

Page #

Figure 2.11 Students' Perceptions of School-Encouraged Parental Involvement in After School Activities ... 78
Table 2.12 Students' Perceptions of School-Encouraged Parental Involvement in After School Activities ... 78
Table 2.13 Teachers' Perceptions of School-Initiated Parental Contact (Trend) ... 80
Table 2.14 Teachers' Perceptions of School-Initiated Parental Contact ... 80
Table 2.15 Teachers' Perceptions of School-Initiated Parental Contact ... 80
Table 2.16 Students' Perceptions of School-Initiated Parental Contact ... 81
Figure 2.16 Students' Perceptions of School-Initiated Parental Contact ... 81
Table 2.17 Teachers' Perceptions of School-Encouraged Parental Involvement (Summary Table) ... 84
Table 2.18 Students' Perceptions of School-Encouraged Parental Involvement (Summary Table) ... 84
Table 2.19 Students' Perceptions of Opportunities for Meaningful Roles for Parents ... 85
Figure 2.19 Students' Perceptions of Opportunities for Meaningful Roles for Parents ... 85
Table 2.20 Students' Perceptions of Opportunities for Meaningful Roles for Parents ... 86

CHAPTER 3: PARENTAL INVOLVEMENT IN SCHOOL POLICY CHANGES

Table 3.1 Teachers' Opinions of Parental Involvement in Subject Changes (Trend) ... 88
Table 3.2 Teachers' Opinions of Parental Involvement in Subject Changes ... 89
Table 3.3 Teachers' Opinions of Parental Involvement in Subject Changes ... 89
Table 3.4 Teachers' Opinions of Parental Involvement in Subject Changes ... 90
Table 3.5 Teachers' Opinions of Parental Involvement in Subject Changes ... 90
Table 3.6 Students' Opinions on the Say Parents Should Have on Subjects Taught ... 91
Table 3.7 Students' Opinions on the Say Parents Should Have on Subjects Taught ... 91
Table 3.8 Students' Opinions on the Say Parents Should Have on Subjects Taught ... 92
Table 3.9 Teachers' Opinions on Parental Involvement in Changes in Homework Policy (Trend) ... 94
Table 3.10 Teachers' Opinions on Parental Involvement in Changes in Homework Policy ... 94
Figure 3.10 Teachers' Opinions on Parental Involvement in Changes in Homework Policy ... 95

INDEX OF TABLES, CONTINUED

Page #

Table 3.11 Teachers' Opinions on Parental Involvement in Changes in Homework Policy 95
Figure 3.11 Teachers' Opinions on Parental Involvement in Changes in Homework Policy 96
Table 3.12 Teachers' Opinions on Parental Involvement in Changes in Homework Policy 96
Table 3.13 Students' Opinions on the Say Parents Should Have on Homework Assignments 97
Figure 3.13 Students' Opinions on the Say Parents Should Have on Homework Assignments 97
Table 3.14 Students' Opinions on the Say Parents Should Have on Homework Assignments 98
Table 3.15 Teachers' Opinions on Parental Involvement in Changes in Extra-Curricular Activities (Trend) 99
Table 3.16 Students' Opinions on the Say Parents Should Have on Extra-Curricular Activities 99
Figure 3.16 Students' Opinions on the Say Parents Should Have on Extra-Curricular Activities 100
Table 3.17 Teachers' Opinions on Parental Involvement in Changes in Discipline Policy (Trend) 102
Table 3.18 Teachers' Opinions on Parental Involvement in Changes in Discipline Policy 102
Figure 3.18 Teachers' Opinions on Parental Involvement in Changes in Discipline Policy 103
Table 3.19 Teachers' Opinions on Parental Involvement in Changes in Discipline Policy 103
Table 3.20 Teachers' Opinions on Parental Involvement in Changes in Discipline Policy 104
Table 3.21 Students' Opinions on the Say Parents Should Have on Discipline 104
Figure 3.21 Students' Opinions on the Say Parents Should Have on Discipline 105
Table 3.22 Students' Opinions on the Say Parents Should Have on Discipline 105
Table 3.23 Students' Opinions on the Say Parents Should Have on Grading 106
Figure 3.23 Students' Opinions on the Say Parents Should Have on Grading 107
Table 3.24 Teachers' Opinions on Parental Involvement in Policy Changes (Summary) 108

INDEX OF TABLES, CONTINUED

Page #

Table 3.25 Students' Opinions on the Say Parents Have on School Policies (Summary) 108

CHAPTER 4: INVOLVING PARENTS WITH SCHOOLS AND IMPROVING EDUCATION

Table 4.1 Ways That Parents Might Be Involved With Schools (Trend) 110
Figure 4.2 Involving Parents as Promoters and Fund Raisers 111
Table 4.3 Involving Parents as Promoters and Fund Raisers 112
Table 4.4 Involving Parents as Promoters and Fund Raisers 113
Figure 4.4 Involving Parents as Promoters and Fund Raisers 114
Figure 4.5 Involving Parents on a Management Team to Determine School Policies . 116
Table 4.6 Involving Parents on a Management Team to Determine School Policies . 117
Figure 4.6 Involving Parents on a Management Team to Determine School Policies . 118
Figure 4.7 Involving Parents on a Management Team to Determine School Policies . 119
Figure 4.8 Involving Parents on a Management Team to Determine School Policies . 120
Table 4.9 Providing Parents With Information to Support What Is Taught at School 122
Figure 4.9 Providing Parents With Information to Support What Is Taught at School 123
Table 4.10 Placing Parents on Committees That Decide the Curriculum of the School 125
Figure 4.10 Placing Parents on Committees That Decide the Curriculum of the School 126
Table 4.11 Placing Parents on Committees That Decide the Curriculum of the School 127
Figure 4.12 Having Parents Do Volunteer Work to Help Out at School 129
Table 4.13 Having Parents Do Volunteer Work to Help Out at School 130
Figure 4.13 Having Parents Do Volunteer Work to Help Out at School 131
Table 4.14 Having Parents Do Volunteer Work to Help Out at School 132
Table 4.15 Things That Might Possibly Improve Education (Trend) 133
Figure 4.16 Parental Time at Home in Support of School and Teachers 134
Table 4.17 Parent-Teacher Meetings to Talk About School Policies (Trend) 136
Figure 4.17 Parent-Teacher Meetings to Talk About School Policies 137
Table 4.18 Parent-Teacher Meetings to Talk About School Policies 138

INDEX OF TABLES, CONTINUED

Page #

Figure 4.18 Parent-Teacher Meetings to Talk About School Policies 139
Table 4.19 Parent-Teacher Meetings to Talk About School Policies 140
Figure 4.19 Parent-Teacher Meetings to Talk About School Policies 141
Table 4.20 School-Provided Guidance to Teachers on Better Involving Parents 142
Figure 4.20 School-Provided Guidance to Teachers on Better Involving Parents 143
Table 4.21 School-Provided Guidance to Teachers on Better Involving Parents 144

CHAPTER 5: COMMON CRITICISMS MADE OF PARENTS

Table 5.1 Teachers' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education (Trend) 146
Table 5.2 Teachers' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education 147
Figure 5.2 Teachers' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education 148
Table 5.3 Students' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education 149
Figure 5.3 Students' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education 150
Table 5.4 Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn (Trend) 152
Table 5.5 Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn 153
Figure 5.5 Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn 154
Table 5.6 Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn 155
Figure 5.6 Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn 156
Table 5.7 Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn 157
Table 5.8 Teachers' Views on the Number of Parents Who Fail to Discipline Their Children (Trend) 158
Table 5.9 Teachers' Views on the Number of Parents Who Fail to Discipline Their Children 159

INDEX OF TABLES, CONTINUED

Page #

Figure 5.9 Teachers' Views on the Number of Parents Who Fail to Discipline Their Children ... 160
Table 5.10 Teachers' Views on the Number of Parents Who Fail to Discipline Their Children ... 161
Figure 5.10 Teachers' Views on the Number of Parents Who Fail to Discipline Their Children ... 162
Figure 5.11 Students' Views on the Number of Parents Who Fail to Discipline Their Children ... 163
Table 5.12 Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done (Trend) ... 165
Table 5.13 Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done ... 166
Figure 5.13 Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done ... 167
Table 5.14 Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done ... 168
Figure 5.15 Students' Views on the Number of Parents Who Neglect to See That Homework Gets Done ... 169
Figure 5.16 Students' Views on the Number of Parents Who Leave Their Children Alone Too Much ... 170
Table 5.17 Students' Views on the Number of Parents Who Set Too High an Academic Standard ... 171
Figure 5.17 Students' Views on the Number of Parents Who Set Too High an Academic Standard ... 172
Figure 5.18 Students' Views on the Number of Parents Who Set Too Low an Academic Standard ... 173
Table 5.19 Students' Views on the Number of Parents Who Fail to Show Respect for Teachers ... 174
Figure 5.19 Students' Views on the Number of Parents Who Fail to Show Respect for Teachers ... 175
Table 5.20 Criticisms That Are Sometimes Made of Parents - - Teacher Perceptions (Summary) ... 176
Table 5.21 Criticisms That Are Sometimes Made of Parents - - Student Perceptions .. 177

INDEX OF TABLES, CONTINUED

Page #

CHAPTER 6: AT-HOME INVOLVEMENT IN EDUCATION

Table 6.1 School-Provided Information for Parents on How to Help With Homework 179
Table 6.2 School-Provided Information for Parents on How to Help With Homework 180
Figure 6.3 School-Provided Information for Parents on How to Help With Homework 180
Table 6.4 School-Provided Information to Parents on How to Communicate High Expectations 181
Table 6.5 School-Provided Information to Parents on How to Communicate High Expectations 182
Table 6.6 School-Provided Information to Parents on How to Motivate Children 183
Figure 6.7 School-Provided Information to Parents on How to Motivate Children 184
Table 6.8 School-Provided Information to Parents on How to Help Children Develop Good Study Habits 185
Figure 6.9 School-Provided Information to Parents on How to Help Children Develop Good Study Habits 186
Table 6.10 School-Provided Information to Facilitate At-Home Parental Involvement in Education (Summary) 186
Table 6.11 Main Obstacle Facing Students When Doing Schoolwork at Home 188
Table 6.12 Parental Encouragement to Do Well in School 189
Table 6.13 Parental Encouragement to Do Well in School 190
Table 6.14 Parental Help Finding the Time and Place to Study 191
Table 6.15 Parental Help Finding the Time and Place to Study 192
Figure 6.16 Parental Help Finding the Time and Place to Study 192
Table 6.17 Parental Help Going Over Homework 193
Figure 6.18 Parental Help Going Over Homework 194
Table 6.19 Parental Help Going Over Homework 194
Table 6.20 Parents Find the Time to Talk to Their Children About School Life 195
Figure 6.21 Parents Find the Time to Talk to Their Children About School Life 196
Table 6.22 Parental Encouragement to Go to College 197
Figure 6.23 Parental Encouragement to Go to College 198
Table 6.24 Students Receive Parental Encouragement to Pursue Their Dreams 199
Figure 6.25 Students Receive Parental Encouragement to Pursue Their Dreams 200
Table 6.26 Parental Help Understanding College Requirements and Application Procedures 201

INDEX OF TABLES, CONTINUED

Page #

Figure 6.27 Parental Help Understanding College Requirements and Application Procedures 202
Table 6.28 Parental Help Understanding College Requirements and Application Procedures 202
Table 6.29 At Home Parental Involvement With Education (Summary) 203
Table 6.30 Parent Availability When Students Need Help With Schoolwork 204
Table 6.31 Parent Availability When Students Need Help With Schoolwork 205
Figure 6.32 Parent Availability When Students Need Help With Schoolwork 205
Table 6.33 Helpfulness of Parents With Schoolwork 206
Table 6.34 Helpfulness of Parents With Schoolwork 207
Figure 6.34 Helpfulness of Parents With Schoolwork 207
Table 6.35 Helpfulness of Parents With Schoolwork 208
Table 6.36 Helpfulness of Parents With Problems Involving Teachers or Classmates 209
Table 6.37 Helpfulness of Parents With Emotional Difficulties 211
Table 6.38 Helpfulness of Parents With Emotional Difficulties 211
Table 6.39 Helpfulness of Parents With Emotional Difficulties 212
Figure 6.39 Helpfulness of Parents With Emotional Difficulties 213
Table 6.40 Helpfulness of Parents Evaluated (Summary) 213

METHODOLOGY

Table A-1 A Comparison of Weighted and Unweighted Samples 219
Table A-2 A Comparison of Schools That Consented and Those That Completed the Interview 220
Table A-3 Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results 221
Table A-4 Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results 222
Table B-1 Harris/Scholastic Samples
Sampling Errors for Single Percentages ....
Percentages From Sample 231
Table B-2 Harris/Scholastic Samples
Sampling Error for Differences Between Subclass Percentages
Proportion Nearest 50% 232
Table C-1 Final Sample Disposition 236
Table C-2 Distribution of the Sample of Teachers 237

INTRODUCTION

Louis Harris and Associates, Inc. conducted *The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students* on behalf of the Metropolitan Life Insurance Company. This study is comprised of separate surveys for teachers and students. This report is part of a series of surveys that reflect MetLife's continued efforts to bring insight and understanding to current issues in education that affect the nation's public schools. MetLife's overall goal is to bring the opinions of teachers and students to the attention of educators, policymakers and the American public.

The survey sought to follow up on *The Metropolitan Life Survey of the American Teacher 1987: Strengthening Links Between Home and School* and to compare and contrast current teacher opinions on parental involvement in education with those of a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education. Public school teachers and students, grades 7-12, were surveyed on:

- Actual versus desired level of parental involvement in education
- Schools' role in encouraging parental involvement in education
- Parental involvement in school policy decisions
- At-home parental involvement in education
- Validity of criticisms commonly made of parents

Survey Method

A total of 1,306 students in grades 7-12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged twenty-five minutes in length and were conducted between April 22, 1997 and June 2, 1997.

Telephone interviews were conducted with 1,035 teachers who teach in middle school (grades 6-8), junior high (grades 7-8) or high school (grades 9-12 or 10-12). Interviews averaged fifteen minutes in length and were conducted from Harris's facilities in Rochester, New York between April 28 and June 11, 1997. A detailed methodology for the student survey appears in Appendices A and B. The methodology used to conduct the teacher survey is outlined in Appendix C.

A Note on Reading the Tables and Figures

An asterisk (*) on a table signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted in the figures may not add up to 100% because some answer categories may be excluded from the figure.

It should also be noted that for the purposes of analysis, the group termed "minority" students, which appears in tables throughout the report, consists of African Americans and Hispanics only. The group termed "minority" teachers, which also appears in tables throughout the report, consists of all racial/ethnic minority groups.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Katherine Binns, Senior Vice President, Alan Steinberg, Research Director, and Stacey Amorosi, Research Associate. Louis Harris and Associates, Inc. gratefully acknowledges the contributions to this project made by our colleagues at MetLife.

Louis Harris and Associates, Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY

A decade ago, *The Metropolitan Life Survey of the American Teacher* examined parental involvement in our nation's public schools from the perspective of parents and teachers. This survey examines many of the same issues, but from the perspective of teachers and students. Overall, teachers and students are positive about the role that parents can and do play in supporting their public schools and their children's education. Students and teachers alike welcome parental involvement in school, believing that parents should take an active role, though not a leadership position, in managing their schools.

Many teachers today have higher expectations of parents than they did a decade ago, and many still feel, as they did in 1987, that parents can do more to support their children's education both at school and at home. Students welcome and are generally satisfied with their parents' involvement in their school lives. Overall, most students feel that their parents are actively involved in and supportive of their education both at home and at school.

Most encouraging perhaps is the strong and consistent association between students' ability to succeed academically and the extent to which they feel that their parents take an interest in and support their academic and personal aspirations. Students who do better academically are more likely than students who have academic difficulties to feel that their parents take an active interest in their school lives, that they provide them with the home support they need to succeed academically, and that they encourage them to pursue their dreams. This suggests a strong interrelationship between school and home life that should be supported and fostered by educators and parents alike.

Teachers today are as likely or more likely than they were ten years ago to feel that parents are a valuable asset to their schools. Overall, teachers feel that parents have made modest improvements with regard to their accessibility and interest in school life. They are generally satisfied with the frequency of contact with parents. Teachers today are somewhat more likely than in 1987 to feel that parents are doing a good job of supporting their schools. They are also more likely than in 1987 to feel that parents are readily available and responsive when parent-teacher contact is needed.

More teachers today than a decade ago feel that parental involvement in education should occur both at home and at school. Teachers today are also more likely than in 1987 to believe that it would be very valuable to include parents on school management teams. Teachers are somewhat more likely than in 1987 to believe parents should be actively consulted about changes in disciplinary issues. However, most teachers still believe, as they did in 1987, that it is more appropriate that parents be informed, but not actively consulted, about changes in class curriculum and homework policies. They remain split when it comes to actively consulting parents in decisions regarding extra-curricular policies. Most students believe parents should have some, but not a lot of say, in these types of decisions.

In 1995, *The Metropolitan Survey of the American Teacher* re-examined teachers' experiences in the classroom and their views of their profession - - a decade after these issues had first been explored in the 1984 and 1985 *Metropolitan Life Survey of the American Teacher.* This survey, like the 1995 survey, highlights some stark differences between the experiences of urban teachers and teachers working in suburban and rural public schools. Urban teachers are less likely than others to feel that parents are sufficiently involved in their children's education, and they are more likely to believe that parent-teacher relations in their schools are fair or poor. Teachers in urban public schools are the least likely, compared to others, to feel that parents are available and responsive when contact between home and school becomes necessary.

The news, however, is not all bad; urban teachers are more likely than they were a decade ago to believe their schools are doing a good or excellent job of encouraging parental involvement in both educational and non-educational areas. Many urban teachers still believe that parents fail to motivate their children or that they take too little interest in their children's education, but the proportion of teachers who feel this way has declined somewhat since 1987.

The findings suggest that there are more opportunities today than a decade ago for teachers and parents to work together to improve the quality of education provided in our public schools. Teachers are more willing to see parents actively participate in school management, and they believe that parents are more responsive when their children's schools call on them for help. Today, teachers are more likely than they were a decade ago to value parental involvement and support.

Students' experiences underscore the need for strong links between school and home. The findings suggest that a positive and consistent association exists between parental involvement in a child's education both at home and at school and academic achievement.

I. Students' Perceptions of Parental Involvement in Education

1. Most students report that their parents are at least somewhat involved with their education, and most would like them to remain as involved with their education as they currently are, but they do not want them to become more involved.

- 40% say that their parents are very involved with their education, and 43% say they are somewhat involved.
- Only 14% of the students would like their parents to become more involved with their education, and 68% would like them to remain as involved as they currently are.

2. Students who have trouble in school - - getting grades below C - - are less likely than others to say their parents are involved in their education. They are also less likely to say they would like their parents to be more involved in their education.

- 25% of the students who mostly get grades below C report that their parents are not involved with their education.
- 56% of African American students compared to 37% of white students report that their parents are very involved with their education.
- African American and Hispanic students are more likely than white students (22% and 26% vs. 11%) to want their parents to become more involved with their education.
- One-third (32%) of the students who usually get grades below C would like their parents to be less involved with their education.

3. Most students feel that their parents encourage them to do well in school and that they provide them with the practical support necessary to succeed in school. Students who have trouble academically, however, are less likely than the academically inclined to feel that their parents provide them with this sort of encouragement and support.

- The vast majority (94%) of students report that their parents encourage them to do well in school.
- Nine out of ten students who mostly get C's or better (97% A/B Mostly, 93% B/C Mostly) in their classes are encouraged by their parents to do well in school. In contrast

to this, only three in four (77%) students who mostly get grades lower than C say that their parents offer them this sort of encouragement.

- Three in five (62%) students report that their parents help them find the time and place to study, and one in three (33%) reports that they do not receive this sort of help.
- 45% of the students who usually get class grades worse than C do not receive help finding the time and place to study.
- Nearly three in five (57%) students report that their parents help them go over their homework assignments.
- 50% of the students who usually get class grades lower than C report that their parents do not help them go over their homework. In contrast to this, 60% of the students who mostly get A's and B's and 55% of those who mostly get B's and C's report that their parents do help them go over their homework assignments.
- Students whose parents are either not very or not at all involved with their education, are more than two times as likely as students whose parents are either very or somewhat involved with their education (70% vs. 33%) to report that their parents do not help them go over their homework.
- Most (84%) students report that their parents are available to help with schoolwork when they need it.
- Students who get mostly A's and B's (87%) are more likely than others to report that their parents are available to help them with their schoolwork when needed. One-quarter (24%) of the students who usually receive grades lower than C report that their parents are not available for help with schoolwork.

4. Students who are having academic difficulties are less likely to feel that their parents are interested in their daily lives or in their aspirations for the future. There is a strong association between the level of parental involvement in education and the extent to which parents take an interest in other aspects of their children's lives.

- Overall, three out of four (73%) students say their parents find the time to talk with them about their school lives.
- 78% of the students who usually receive A's and B's for class grades report that their parents find the time to talk to them about their school lives. Half (49%) of those

students who mostly get grades lower than C report that their parents do not find the time for conversations about their school lives.

- Nine in ten (87%) students' parents encourage them to go to college. No significant difference exists between the amount of parental encouragement to go to college that white boys and girls (84% vs. 89%) and minority boys and girls (81% vs. 89%) receive.
- 54% of the students whose parents are either not very or not at all involved with their education report that their parents do not take time to talk with them about their school lives. Four in five (79%) students whose parents are either very or somewhat involved with their education have such conversations with their parents.
- Four in five (84%) students say they receive parental encouragement to pursue their dreams.
- Students who usually receive A's and B's (89%) for class grades are the most likely to receive parental encouragement to pursue their dreams. One-quarter (27%) of those students who mostly get worse than C's report that their parents do not encourage them to pursue their dreams.

II. Teachers' Perceptions of Parental Involvement in Education

1. Teacher perceptions of the amount of parental support shown for their schools have not changed since 1987. Most teachers would like to see the level of parental involvement in their schools increase. Inner city teachers remain critical of the level of parental support shown for their schools; nearly all of them would like parents to become more involved.

- Ten years ago, one in five (17%) teachers felt that parental support was excellent, and two in five (40%) felt that it was good. Today, one in five (19%) feels that it is excellent , and two in five (44%) feel that it is good.
- Four of five suburban teachers feel that the parental support for their schools is either excellent (29%) or good (50%).
- Nearly two in three inner city teachers feel that the parental support shown for their schools is either fair (33%) or poor (31%).
- 83% of teachers would like to see the level of parental involvement in their schools increase.

- 95% of inner city teachers would like to see the level of parental involvement in their schools increase.

2. **Teacher perceptions of parent-teacher relations and the frequency of contact with parents have changed little over the past decade. Teachers, except for those working in inner city schools, give positive ratings to parent-teacher relations.**

- Other urban (70%), suburban (82%), small town (72%) and rural (76%) teachers mostly give parent-teacher relations positive ratings.
- Teachers working in inner city schools mostly give ratings of fair (44%) and poor (11%).
- In 1987, 25% were very satisfied and half (47%) were somewhat satisfied with the frequency of contact with parents. Today, 30% are very satisfied and half (48%) are somewhat satisfied.
- Suburban (36% very, 49% somewhat), small town (27% very, 53% somewhat) and rural (34% very, 46% somewhat) teachers are all about equally satisfied with the frequency of contact they have with their students' parents. Only two in three urban teachers are either very (24%) or somewhat (43%) satisfied.

3. **Overall, parents today are perceived by teachers to be more readily available and responsive when contact is necessary than they were ten years ago. Many teachers working in inner city schools, however, have not found this to be true.**

- In 1987, half of the secondary teachers felt that the availability and responsiveness of parents was either excellent (14%) or good (38%). Today, 16% feel that it is excellent and 47% feel that it is good.
- Ratings given by teachers working in suburban (71% 1997 vs. 58% 1987), small town (66% 1997 vs. 49% 1987) and rural (69% 1997 vs. 53% 1987) schools are significantly more positive today than in 1987.
- Two in five inner city teachers give parent availability and responsiveness ratings of fair (38%) and poor (23%).

4. More teachers today than a decade ago feel that parental involvement in education should occur both in the school and in the home. Most public school students share this view.

- In 1987, one in four (24%) teachers felt that parental involvement in education should take place in both the school and the home, and today, 35% of the teachers hold this view.
- Today, one in three (32%) suburban teachers, compared to one in five (19%) a decade ago, believes that parent involvement in education should occur in the school and in the home.
- Half (52%) of all minority teachers feel that it is important for parental involvement in education to take place in the school. Only two in five (39%) white teachers share this view.
- 72% of students think that it is a good idea for parents to be involved with their children's schools.
- High school students are more likely than students in seventh and eighth grades (75% vs. 67%) to believe that it is a good for parents to be involved with their children's schools.
- 63% of students believe that it is important for parents to be involved in education in both the school and the home, 34% feel that parental involvement in education should mainly take place in the home, and 3% feel that it should take place in the school itself.
- Girls are more likely than boys (71% vs. 56%) to believe that parental involvement in education should take place in both places, and boys are more likely than girls (41% vs. 27%) to feel that it should mainly take place in the home.

III. Encouraging Parental Involvement in Schools

1. Teachers' perceptions on how well schools do at encouraging parental involvement in educational and non-educational areas have either improved or stayed the same over the past ten years. Teachers working in urban schools feel their schools are doing a better job of encouraging parental involvement. Students' tend to be more critical than teachers of their schools' performance.

- Today, four in five (81%) secondary teachers feel that their schools do a good job of encouraging parental involvement in educational areas. In 1987, 74% felt this way.

- Today, eight in ten (79%) teachers working in urban schools feel that their schools do a good job of encouraging parental involvement in educational areas, compared with seven in ten (69%) a decade ago.
- Two in five (41%) students feel that their schools do not do a good job of encouraging parental involvement in the classroom. One in three (33%) feels that they do.
- 47% of all students attending suburban schools feel that their schools do not do a good job of encouraging parental involvement in the classroom.
- Today, 85% of teachers feel that their schools do a good job of encouraging parental involvement in non-subject areas. 83% of teachers felt this way in 1987.
- 54% of all students feel their schools do a good job encouraging parental involvement in non-subject areas. Three in ten (28%) students disagree with this.
- In 1987, 70% of secondary teachers disagreed with the notion that schools only contact parents when there is a problem with their child. Today three in four (74%) teachers disagree with this.
- 65% of students believe that schools only contact parents when there is a problem with their child. One in four (23%) students does not believe this to be the case.
- Three in five (57%) students believe that their schools offer parents opportunities for meaningful roles. One in five (18%) students disagrees with this.

2. Even though teachers are more likely to favor a wider range of parental involvement in education than they were ten years ago, they are still evenly split over how much say parents should have in policy decisions affecting the classroom. Students feel that parents should have a voice in such decisions.

- A slight majority of teachers still feel that parents should just be kept informed (53% 1997, 53% 1987) rather than actively consulted (44% 1997, 45% 1987) about changes in the subjects taught.
- 55% of the teachers working in communities with the lowest estimated median income believe that parents should be actively consulted about changes in the subjects taught.
- A quarter (26%) of the students believe that parents should have a lot of say in decisions regarding subjects taught, and half (53%) believe that they should have some say. Less than one in five (17%) feel that they should have no say.

- Students in suburban schools (21%) are the least likely and students in urban schools (31%) are the most likely to believe that parents should have a lot of input in such decisions.
- 55% of secondary school teachers believe parents should just be kept informed about changes in homework policy, and two in five (43%) think that they should be actively consulted. In 1987, 59% favored keeping parents informed and 38% favored active consultation.
- One in five (19%) students feels that parents should have a lot of say in decisions affecting homework assignments, two in five (41%) feel that they should have some say, and 35% feel that they should have no say.
- Today, teachers are as evenly split as they were ten years ago over the issue of whether parents should be actively consulted (52% 1997, 51% 1987) or just kept informed (47% 1997, 48% 1987) about changes in extra-curricular activities.
- One in four (27%) students feels that parents should have a lot of say in decisions regarding extra-curricular activities, half (49%) feel that they should have some say, and one in five (19%) feels that they should have no say.
- Today three in five (61%) teachers believe that parents should be actively consulted about changes in the discipline policy, and two in five (38%) believe that they need only be kept informed. In 1987, 56% felt that they should be actively consulted, and 43% felt that they should just be kept informed.
- Minority teachers (74%) are the most likely to believe that parents need to be actively consulted about disciplinary policy changes.
- Two in five (38%) students feel that parents should have a lot of say, one in three (36%) feels that they should have some say, and 20% feel that they should have no say in disciplinary decisions made by schools.

3. In spite of the fact that a sizable proportion of teachers believe that parents need only be kept informed about school policy changes, the majority are in favor of including parents on committees that oversee school policies.

- Today, nearly nine in ten teachers feel that involving parents on a management team to determine school policies would be either very (42%) or somewhat (44%) valuable. A decade ago, only 25% felt that such a team would be very valuable, and half (52%) felt that it would be somewhat valuable.

- A decade ago, one in five (19%) teachers thought that parental involvement on committees that decide the curriculum of the school would be very valuable, and 45% thought that it would be somewhat valuable. Today, 25% believe that this would be very valuable, and half (49%) believe that it would somewhat valuable.
- Ten years ago, most teachers believed that it would be either very (59%) or somewhat (34%) valuable to have parents do volunteer work to help out at schools. Today, 70% believe that it would be very valuable and nearly three in ten (28%) believe that this would be somewhat valuable.

IV. Some Commonly Made Criticisms of Parents

1. Over the past ten years, teacher views on a series of commonly made criticisms of parents have not changed substantially. In general, teachers appear more critical of parents than students do.

- The majority of teachers feel that either most (15% 1997, 14% 1987) or many (39% 1997, 41% 1987) parents take too little interest in their children's education.
- The majority (67%) of students feel that some parents take too little interest in their children's education. One in ten (11%) feel that this is true of most parents, and 15% feel that this is true of hardly any parents.
- Half of the secondary teachers feel that most (14% 1997, 16% 1987) or many (36% 1997, 41% 1987) parents fail to motivate their children so that they want to learn in school.
- One in five (17%) students feel that most parents fail to motivate their children so that they want to learn, half (52%) feel that this is true of some parents, and another one in five (19%) feels that this is true of hardly any parents.
- Today, one in seven teachers feels that most (14% 1997, 16% 1987) parents fail to discipline their children, and two in five (42% 1997, 38% 1987) feel that many fail at this.
- One in five (19%) students believes that hardly any parents fail to discipline their children, just over half (55%) believe that some parents fail at this, and [illegible]6% feel that most parents fail to do this.

- The most frequently cited obstacle that teachers believe students face when it comes to doing schoolwork at home is uninvolved parents and lack of parental support (20%).

2. Today, fewer urban teachers than in 1987 are critical of the role that parents take with regard to their children's education.

- Today a smaller proportion of teachers working in urban schools think that most or many parents take too little interest in their children's education than ten years ago (61% vs. 73%).
- Today only half of the teachers working in urban schools feel that most (18%) or many (35%) parents fail to motivate their children to want to learn, whereas a decade ago, two in three believed this to be true of many (46%) or most (22%).

3. Overall, most students feel that their parents are at least somewhat helpful when they are having problems with their school lives or their personal lives.

- 85% of students feel that their parents are either very (44%) or somewhat (41%) helpful when they ask for help with their schoolwork.
- Minority boys (60%) are the most likely to report that their parents are very helpful when they seek help with their schoolwork.
- Four out of five students feel that their parents are either very (46%) or somewhat (36%) helpful when they ask for help with problems they are having with their teachers or classmates.
- African American students (59%) are the most likely to classify their parents as very helpful when it comes to problems with their teachers and classmates.
- 50% of all secondary school students feel that their parents are very helpful when they ask for help with an emotional difficulty, and 30% feel that their parents are somewhat helpful.
- Girls are more likely than boys (55% vs. 44%) to feel that their parents are very helpful when they ask for help with emotional problems. Minority girls (65%), in particular, are the most likely to describe their parents as very helpful in such situations.
- Students who usually get C's or better in their classes are more likely than those students who usually get worse than C (52% A/B mostly and 48% B/C mostly vs. 34%

worse than C) to feel that their parents are very helpful when they are having emotional difficulties.

- One-third (34%) of all secondary students who mostly get class grades worse than C report that their parents are not helpful when they are experiencing emotional difficulties.
- Students whose parents are either very or somewhat involved with their education are more likely than those whose parents are either not very or not at all involved with their education to report that their parents are helpful (84% vs. 56%) when they seek help with any emotional difficulties they might have.

The Qualifications and Competence of Teachers

Over the past decade, teachers' perceptions of the qualifications and competence of their fellow teachers have become more positive. In 1987, half (48%) of the secondary teachers felt that the qualifications and competence of their fellow teachers were good, and 45% felt that they were excellent. Today, two in five (41%) give a good rating, and more than half (54%) give an excellent rating. The most dramatic change in ratings occurred in suburban and rural schools. A decade ago, 46% of all teachers working in suburban schools felt that the qualifications and competence of the teachers working in their schools was excellent. Today three in five (63%) suburban teachers give a rating of excellent. A similar, though not as dramatic, change took place in rural schools. In 1987, two in five (41%) teachers working in rural schools felt that their fellow teachers were excellent, and today, more than half (54%) give an excellent rating. The ratings of the qualifications and competence of teachers working in urban and small town schools did not change significantly. (Table 1.1)

Today, the ratings given by teachers working in other urban, small town and rural schools are all quite similar, with half perceiving the qualifications and competence of their fellow teachers to be excellent (56% other urban, 50% small town and 54% rural). Teachers in suburban schools give higher ratings, and those in inner city schools give lower ratings. Three in five (63%) teachers working in suburban schools feel that the qualifications and competence of their fellow teachers are excellent, but only 45% of inner city teachers share these sentiments. (Table and Figure 1.2)

Current teacher perceptions also vary by median community income. The lower the estimated median community income, the lower the proportion of teachers giving excellent ratings. Two in five (42%) teachers working in communities with estimated median incomes less than or equal to $15,000 rate the qualifications and competence of their fellow teachers as excellent. In contrast to this, seven in ten (72%) of those working in communities with estimated median incomes greater than $50,000 give excellent ratings. (Table and Figure 1.3)

Table 1.1

Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers (Trend)

Q1A: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect. The qualifications and competence of teachers in your school.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Positive	96	93	95	92	96	93	96	94	95	91
Excellent	54	45	50	45	63	46	50	46	54	41
Good	41	48	45	47	33	48	46	48	41	50
Negative	4	7	5	6	4	6	4	6	4	9
Fair	4	7	5	5	4	5	4	6	4	9
Poor	*	*	-	1	-	1	-	-	*	-
Don't know	*	*	*	1	-	1	-	-	*	-

Table 1.2

Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers

Q1A: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The qualifications and competence of teachers in your school.

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Positive	96	92	98	96	96	95
Excellent	54	45	56	63	50	54
Good	41	47	42	33	46	41
Negative	4	7	2	4	4	4
Fair	4	7	2	4	4	4
Poor	*	-	-	-	-	*
Don't know	*	1	-	-	-	*

Figure 1.2
Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers

Q1A: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The qualifications and competence of teachers in your school.

Base: All teachers

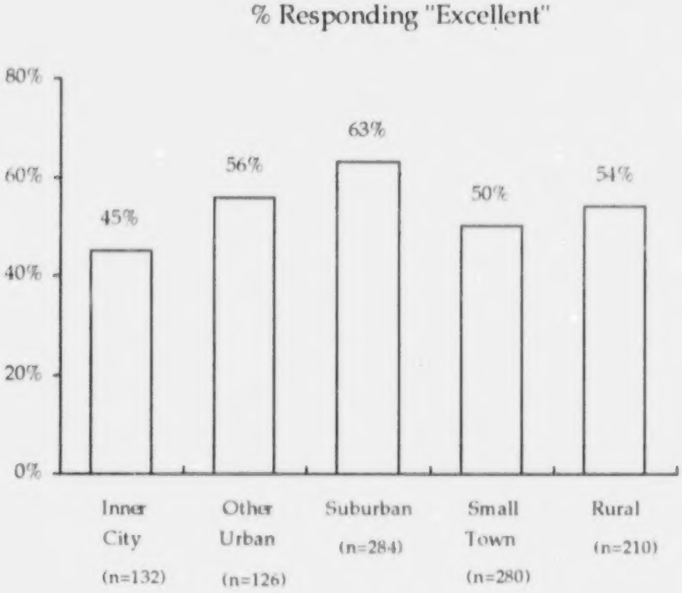


Table 1.3
Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers

Q1A: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The qualifications and competence of teachers in your school.

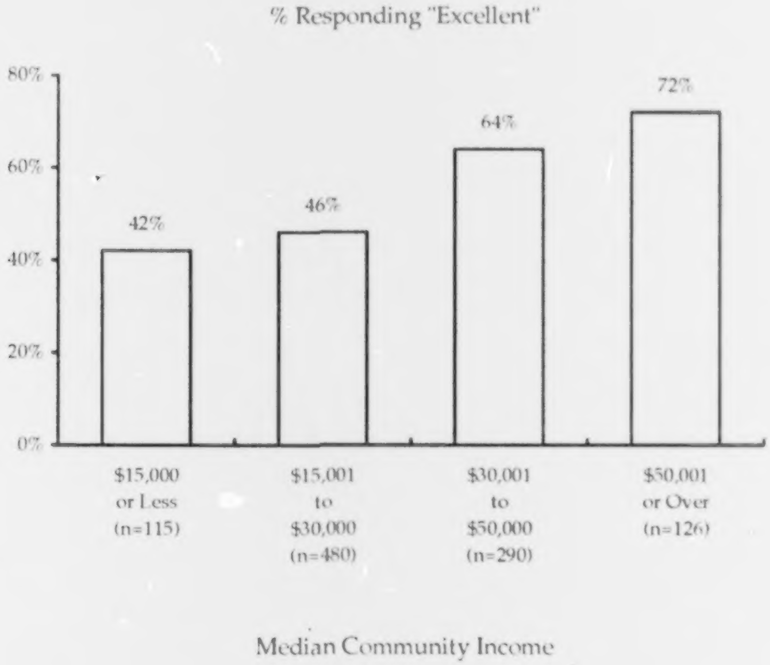
Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Positive	96	90	94	98	98
Excellent	54	42	46	64	72
Good	41	48	48	34	26
Negative	4	9	5	2	2
Fair	4	9	5	2	2
Poor	*	-	*	-	-
Don't know	*	1	*	-	-

Figure 1.3
Teachers' Ratings of the Qualifications and Competence of Their Fellow Teachers

Q1A: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The qualifications and competence of teachers in your school.

Base: All teachers



The Amount of Parental Support for Schools

Teacher ratings of the amount of support for their schools shown by the parents have changed little since 1987. Ten years ago, one in five (17%) teachers felt that parental support was excellent, and two in five (40%) felt that it was good. Today, similar proportions share these sentiments; one in five (19%) feels that it is excellent and two in five (44%) feel that it is good. (Table 1.4)

Teachers working in suburban schools are more likely than others to give positive ratings for the amount of parental support for their schools, and those working in inner city schools are more likely to give negative ones. Four of five suburban teachers feel that the parental support for their schools is either excellent (29%) or good (50%). Nearly two in three inner city teachers feel that parental support for their schools is either fair (33%) or poor (31%).

The vast majority of teachers working in communities with median incomes greater than $50,000 believe that parental support for their schools is either excellent (48%) or good (40%), and the majority of teachers working in the poorest communities think that parental support is fair (34%) or poor (33%). (Tables and Figures 1.5 and 1.6)

Table 1.4
Teachers' Ratings of the Amount of Support for the School Shown by Parents (Trend)

Q1B: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The amount of support for the school shown by the parents.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Positive	62	58	46	46	79	66	62	55	60	60
Excellent	19	17	17	18	29	22	13	14	14	16
Good	44	40	30	29	50	44	49	41	46	44
Negative	38	42	54	54	21	33	38	45	40	40
Fair	28	30	34	31	16	23	30	37	33	28
Poor	10	12	20	23	5	10	8	8	7	12
Don't know	-	*	-	-	-	1	-	-	-	-

Table 1.5

Teachers' Ratings of the Amount of Support for the School Shown by Parents

Q1B: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The amount of support for the school shown by the parents.

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Positive	62	36	58	79	62	60
Excellent	19	12	22	29	13	14
Good	44	24	36	50	49	46
Negative	38	64	42	21	38	40
Fair	28	33	35	16	30	33
Poor	10	31	7	5	8	7

Figure 1.5
Teachers' Ratings of the Amount of Support for the School Shown by Parents

Q1B: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The amount of support for the school shown by the parents.

Base: All teachers

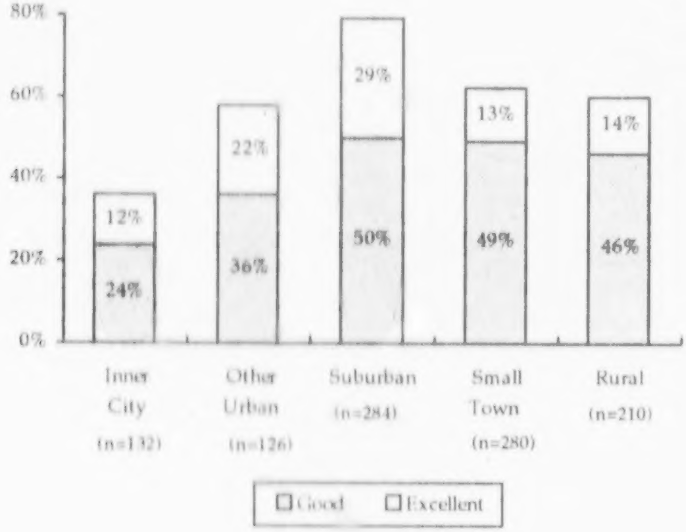


Table 1.6

Teachers' Ratings of the Amount of Support for the School Shown by Parents

Q1B: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The amount of support for the school shown by the parents.

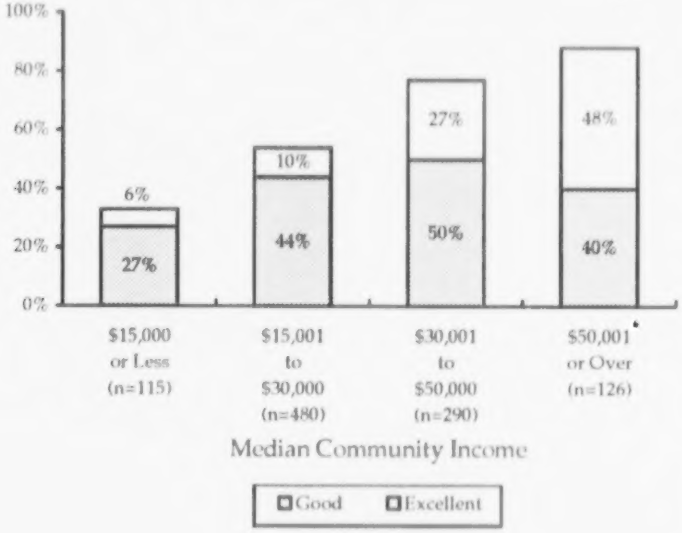
Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Positive	62	33	53	77	88
Excellent	19	6	10	27	48
Good	44	27	44	50	40
Negative	38	67	47	23	12
Fair	28	34	36	20	10
Poor	10	33	11	3	2

Figure 1.6
Teachers' Ratings of the Amount of Support for the School Shown by Parents

Q1B: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The amount of support for the school shown by the parents.

Base: All teachers



The Availability and Responsiveness of Parents

Today's teacher ratings of the availability and responsiveness of parents when contact is needed are more positive than they were ten years ago. In 1987, half of all secondary school teachers gave parent availability and responsiveness positive ratings (14% excellent, 38% good). Today, three in five teachers feel that the availability and responsiveness of parents are either excellent (16%) or good (47%). Positive ratings for suburban (71% 1997 vs. 58% 1987), small town (66% 1997 vs. 49% 1987) and rural (69% 1997 vs. 53% 1987) schools have significantly increased. In all three cases, fewer teachers gave a rating of fair and more gave a rating of good. No such change can be reported for urban schools. Today, as in 1987, a slight majority of teachers working in urban schools give parent availability and responsiveness fair (36% 1997 vs. 42% 1987) or poor (16% 1997 vs. 15% 1987) ratings. (Table 1.7)

More light can be shed on the current discrepancy between urban schools and the others by breaking down urban schools into the categories of inner city and other urban. The parent availability and responsiveness ratings for other urban and inner city schools significantly fall behind those of suburban, small town and rural schools. In addition, the ratings of inner city schools are significantly lower than those of other urban schools. Only two in five inner city teachers give parent availability and responsiveness excellent (11%) or good (27%) ratings, and three in five give it fair (38%) or poor (23%) ones. In contrast, a slight majority of other urban teachers give positive ratings (15% excellent, 42% good). (Table and Figure 1.8)

Teachers working in the poorest communities are more likely than others to rate parent availability and responsiveness negatively, and those working in the most affluent communities are more likely to rate it positively. Two in five teachers working in communities with an estimated median income less than or equal to $15,000 feel that the availability and responsiveness of parents when contact is needed are either fair (35%) or poor (24%). More than four out of five of those working in communities with an estimated median income greater than $50,000 feel that parent availability and responsiveness are either excellent (40%) or good (46%). (Table and Figure 1.9)

Table 1.7
Teachers' Ratings of the Availability and Responsiveness of Parents (Trend)

Q1C: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The availability and responsiveness of parents when you need to contact them.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Positive	63	51	47	43	71	58	66	49	69	53
Excellent	16	14	13	12	23	20	15	12	13	10
Good	47	38	34	31	48	38	51	37	55	43
Negative	37	48	53	57	29	41	34	51	31	47
Fair	27	37	36	42	24	33	27	39	21	36
Poor	10	11	16	15	5	9	7	12	10	11
Don't know	*	*	-	-	-	1	*	-	-	-

Table 1.8
Teachers' Ratings of the Availability and Responsiveness of Parents

Q1C: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The availability and responsiveness of parents when you need to contact them.

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Positive	63	39	57	71	66	69
Excellent	16	11	15	23	15	13
Good	47	27	42	48	51	55
Negative	37	61	43	29	34	31
Fair	27	38	34	24	27	21
Poor	10	23	9	5	7	10

Figure 1.8
Teachers' Ratings of the Availability and Responsiveness of Parents

Q1C: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The availability and responsiveness of parents when you need to contact them.

Base: All teachers

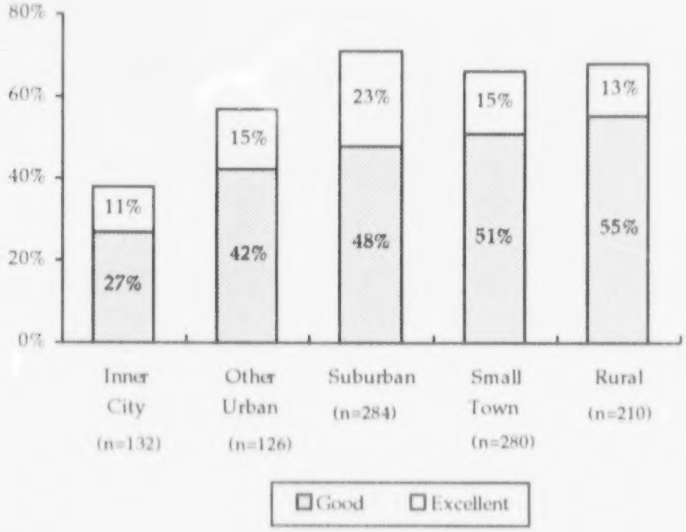


Table 1.9
Teachers' Ratings of the Availability and Responsiveness of Parents

Q1C: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The availability and responsiveness of parents when you need to contact them.

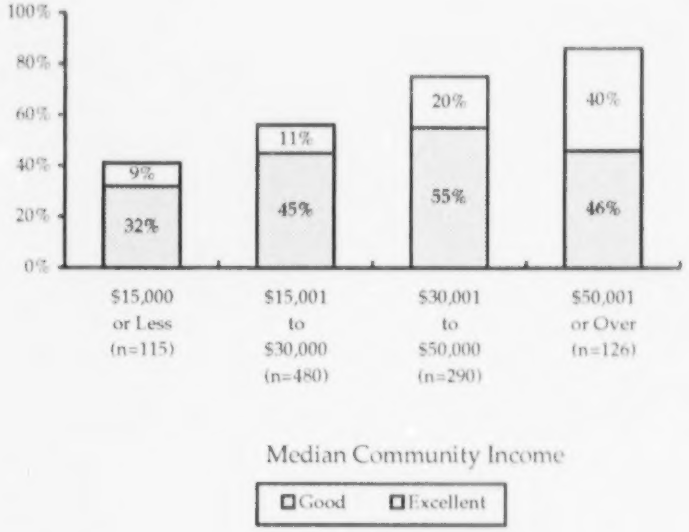
Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Positive	63	41	56	75	86
Excellent	16	9	11	20	40
Good	47	32	45	55	46
Negative	37	59	44	25	14
Fair	27	35	33	23	10
Poor	10	24	11	2	4

Figure 1.9
Teachers' Ratings of the Availability and Responsiveness of Parents

Q1C: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The availability and responsiveness of parents when you need to contact them.

Base: All teachers



The Relations Between Parents and Teachers

Over the past decade, teacher views about relations between parents and teachers have changed little. In 1987, seven in ten teachers gave such relations either excellent (15%) or good (53%) ratings. Today, the same proportion of teachers give these relations positive ratings (13% excellent, 58% good). (Table and Figure 1.10)

The majority of other urban (70%), suburban (82%), small town (72%) and rural (76%) teachers believe that relations between parents and teachers in their schools are excellent or good. The majority of teachers working in inner city schools feel that parent-teacher relations in their schools are either fair (44%) or poor (11%). Teachers working in communities with an estimated median income greater than $30,000 (86%) are more likely to give these relations positive ratings than those working in communities with an estimated median income less than or equal to $30,000 (62%). (Tables 1.11 and 1.12)

Teachers who have worked ten or more years are more likely than those with less experience to view these relations positively. Three out of four teachers with ten or more years of experience feel that parent-teacher relations in their schools are either excellent (13%) or good (61%), whereas only two out of three teachers with less than ten years of experience share these positive sentiments (14% excellent, 50% good). (Table 1.13)

Table 1.10
Teachers' Ratings of the Relations Between Parents and Teachers (Trend)

Q1D: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The relations between parents and teachers in your school.

Base: All teachers

	Total		Size of Place							
			Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Positive	72	68	57	60	82	77	72	66	76	68
Excellent	13	15	12	9	19	20	11	15	11	15
Good	58	53	45	51	63	57	61	52	65	53
Negative	28	31	43	40	18	22	28	34	24	31
Fair	24	25	36	29	16	18	24	28	22	28
Poor	4	6	7	12	2	4	4	6	2	3
Don't know	*	*	1	-	-	1	-	-	-	1

Table 1.11
Teachers' Ratings of the Relations Between Parents and Teachers

Q1D: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The relations between parents and teachers in your school.

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Positive	72	44	70	82	72	76
Excellent	13	8	16	19	11	11
Good	58	36	54	63	61	65
Negative	28	56	29	18	28	24
Fair	24	44	26	16	24	22
Poor	4	11	2	2	4	2
Don't know	*	-	1	-	-	-

Table 1.12

Teachers' Ratings of the Relations Between Parents and Teachers

Q1D: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The relations between parents and teachers in your school.

Base: All teachers

		Median Income of Community Where Most Students Live	
	Total	$30,000 or Less	$30,001 or Over
Base:	1035	595	416
	%	%	%
Positive	72	62	86
Excellent	13	8	22
Good	58	54	64
Negative	28	38	14
Fair	24	32	13
Poor	4	6	1

Table 1.13
Teachers' Ratings of the Relations Between Parents and Teachers

Q1D: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The relations between parents and teachers in your school.

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Positive	72	64	74	72	71
Excellent	13	14	13	13	14
Good	58	50	61	59	57
Negative	28	36	26	28	28
Fair	24	29	23	23	25
Poor	4	7	3	4	4

The Overall Quality of Education That Students Receive

Teachers today rate the overall quality of the education that students receive at their schools higher than they did ten years ago. In 1987, one in four (26%) teachers felt that the overall quality of education received by students in their schools was excellent, and two in three (64%) felt that it was good. Today nearly two in five (37%) feel that it is excellent, and 55% feel that it is good. The most notable change in perceptions occurred among teachers working in suburban schools. In 1987, only three in ten (29%) suburban teachers gave the quality of education an excellent rating, and today, half (50%) of these teachers do. (Table and Figure 1.14)

Currently, urban, small town and rural schools all significantly lag behind suburban schools on this aspect. Whereas half (50%) of suburban teachers give the quality of education received by students in their schools an excellent rating, only one in three urban (30%), small town (36%) and rural (33%) teachers shares these sentiments. Once again, teacher responses appear to vary by estimated median community income. Half (49%) of all teachers working in communities with an estimated median income greater than $30,000 believe that students in their schools receive an excellent education. Only three in ten (29%) teachers working in communities with an estimated median income less than or equal to $30,000 share this belief. (Tables and Figures 1.14 to 1.16)

Table 1.14
Teachers' Ratings of the Overall Quality of Education at Their Schools (Trend)

Q1E: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The overall quality of the education that students receive at your school.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Positive	92	89	85	84	97	91	95	90	91	90
Excellent	37	26	30	18	50	29	36	26	33	26
Good	55	64	56	65	47	62	59	64	58	64
Negative	7	10	14	16	3	9	5	10	8	10
Fair	7	9	12	15	3	8	5	9	8	8
Poor	1	1	2	1	-	1	-	1	*	2
Don't know	*	*	-	1	1	1	-	-	-	-
Refused	*		*		-		-		1	

Figure 1.14

Teachers' Ratings of the Overall Quality of Education at Their Schools

Q1E: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The overall quality of the education that students receive at your school.

Base: All teachers

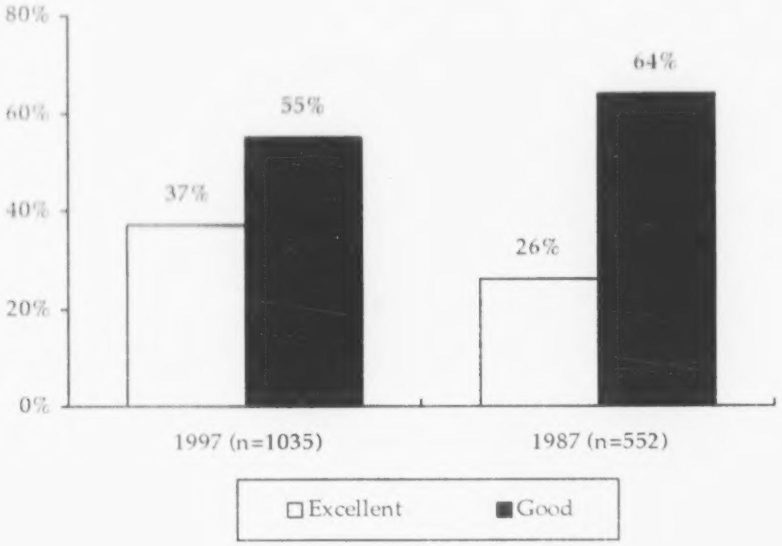


Table 1.15
Teachers' Ratings of the Overall Quality of Education at Their Schools

Q1E: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect: The overall quality of the education that students receive at your school.

Base: All teachers

		Median Income of Community Where Most Students Live	
	Total	$30,000 or Less	$30,001 or Over
Base:	1035	595	416
	%	%	%
Positive	92	88	97
Excellent	37	29	49
Good	55	59	48
Negative	7	11	2
Fair	7	10	2
Poor	1	1	-

Table 1.16
Aspects on Which Public Schools Can Be Judged (Summary)

Q1: I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect.

Base: All teachers

		Excellent		Good		Fair		Poor	
		1997	1987	1997	1987	1997	1987	1997	1987
1997 Base: 1035 1987 Base: 552									
The qualifications and competence of teachers in your school	%	54	45	41	48	4	7	*	*
The overall quality of the education that students receive at your school	%	37	26	55	64	7	9	1	1
The relations between parents and teachers in your school	%	13	15	58	53	24	25	4	6
The availability and responsiveness of parents when you need to contact them	%	16	14	47	38	27	37	10	11
The amount of support for the school shown by the parents	%	19	17	44	40	28	30	10	12

Satisfaction With Frequency of Parental Contact

Teacher satisfaction with the frequency of contact with their students' parents has remained the same over the past ten years. In 1987, one in four (25%) was very satisfied with the frequency of such contact, and half (47%) were somewhat satisfied. Today, three in ten (30%) secondary teachers are very satisfied with the frequency of parental contact, and half (48%) are somewhat satisfied. The largest change in level of satisfaction took place among teachers working in small towns. A decade ago, two in three teachers were either very (20%) or somewhat (47%) satisfied with the frequency of parental contact, and today, four in five teachers are satisfied (27% very, 53% somewhat) with it. (Table 1.17)

Current teacher opinions vary by size of place and median community income. Suburban (36% very, 49% somewhat), small town (27% very, 53% somewhat) and rural (34% very, 46% somewhat) teachers are all about equally satisfied with the frequency of contact they have with their students' parents. Teachers working in urban schools are the least likely to be satisfied, with only two in three reporting that they are very (24%) or somewhat (43%) satisfied with the frequency of parental contact. Similarly, teachers working in communities with estimated median incomes less than or equal to $15,000 (62%) are the least likely to be satisfied, and those working in communities with estimated median incomes greater than $50,000 (95%) are the most likely to be satisfied with the frequency of parental contact. Two in five teachers working in the poorest communities are either somewhat (30%) or very (8%) dissatisfied with the frequency of this contact. (Tables and Figures 1.17 and 1.18)

In addition to these community factors, teacher satisfaction with the frequency of the contact they have with their students' parents also varies by sex. One in three (33%) female teachers is very satisfied with such contact, while only one in four (25%) male teachers shares these sentiments. (Table 1.19)

Table 1.17
Satisfaction With Frequency of Parental Contact (Trend)

Q15: How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Satisfied	78	73	66	67	85	78	80	67	80	78
Very satisfied	30	25	24	18	36	34	27	20	34	28
Somewhat satisfied	48	47	43	50	49	43	53	47	46	50
Dissatisfied	22	27	34	32	15	23	20	33	20	22
Somewhat dissatisfied	19	22	26	26	15	16	17	27	17	18
Very dissatisfied	3	6	7	6	-	7	3	5	3	4

Table 1.18
Satisfaction With Frequency of Parental Contact

Q15: How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Base: All teachers

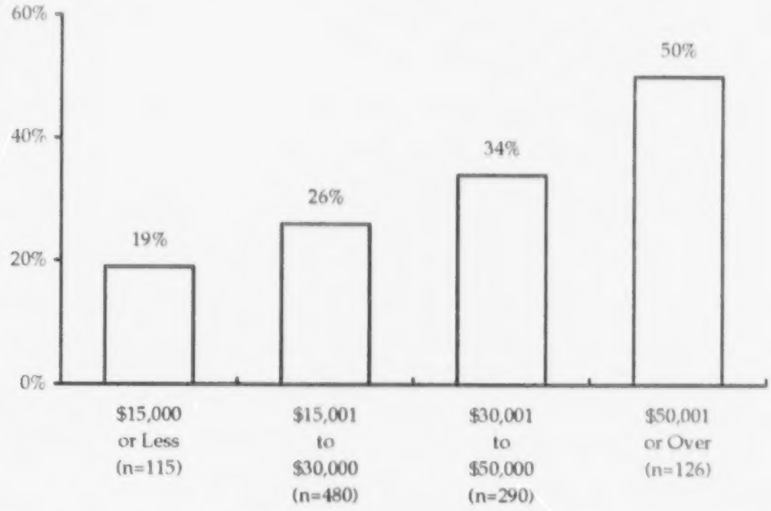
		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Satisfied	78	62	73	85	95
Very satisfied	30	19	26	34	50
Somewhat satisfied	48	43	47	52	46
Dissatisfied	22	38	27	15	5
Somewhat dissatisfied	19	30	23	14	4
Very dissatisfied	3	8	4	1	1

Figure 1.18
Satisfaction With Frequency of Parental Contact

Q15: How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Base: All teachers

% Responding "Very Satisfied"



Median Community Income

Table 1.19
Satisfaction With Frequency of Parental Contact

Q15: How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Satisfied	78	74	81	79	70
Very satisfied	30	25	33	30	26
Somewhat satisfied	48	48	47	48	43
Dissatisfied	22	26	19	21	30
Somewhat dissatisfied	19	22	16	18	27
Very dissatisfied	3	4	3	3	3

Students' Opinions on Parental Involvement With Their Schools

After assessing teachers' opinions on the frequency and quality of parental contact, we then surveyed students for their opinions on parental involvement. In general, the majority (72%) of students think that it is a good idea for parents to get involved with their children's schools. Girls are more likely than boys to feel that this is a good idea; three in four (77%) girls compared to two in three (67%) boys express this view. (Table 1.20)

The majority of students in each grade level feel that parent involvement with their children's schools is a good idea. It is interesting to note, however, that high school students (75%) are more likely to hold this opinion than students in seventh and eighth grades (67%). Differences in students' opinions also emerge when students who receive higher grades are compared to those who receive lower grades. Three out of four students who usually get grades of C or better (75% A/B mostly, 74% B/C mostly) feel that this type of parental involvement is a good idea. Only half (50%) of the students who usually receive grades below C share this opinion. (Tables 1.21 and 1.22)

One would expect the actual level of involvement of each student's parents to influence student opinions on this issue. As expected, three in four (76%) students who say that their parents are either very or somewhat involved with their education feel that it is a good idea for parents to get involved with their children's schools. Perhaps a bit more surprising is the fact that more than half (55%) of those students whose parents are not very or not at all involved with their education also think that this is a good idea. (Table 1.23)

Table 1.20
Students' Opinions on Parental Involvement With Schools

QB1: In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school?

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1297	613	684	392	426	155	199
	%	%	%	%	%	%	%
A good idea	72	67	77	68	75	65	81
A bad idea	14	18	10	16	11	19	7
Don't know	14	15	14	15	14	15	11

Table 1.21
Students' Opinions on Parental Involvement With Schools

QB1: In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school?

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1297	552	745
	%	%	%
A good idea	72	67	75
A bad idea	14	17	12
Don't know	14	16	13

Table 1.22
Students' Opinions on Parental Involvement With Schools

QB1: In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school?

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1297	807	363	111
	%	%	%	%
A good idea	72	75	74	50
A bad idea	14	11	13	31
Don't know	14	15	12	19

Table 1.23
Students' Opinions on Parental Involvement With Schools

QB1: In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school?

Base: All students

		Parental Involvement With Child's Education	
	Total	Very/ Somewhat	Not Very/Not At All
Base:	1297	1085	186
	%	%	%
A good idea	72	76	55
A bad idea	14	11	28
Don't know	14	13	17

Where Parental Involvement in Education Should Occur

Over the past ten years, teacher opinions on where parental involvement in education should occur have changed little. In 1987, two in five (44%) secondary school teachers felt that parents should be involved in education at the school itself, three in ten (30%) felt that they should be involved mainly in the home, and one in four (24%) felt that they should be involved in both places. Today two in five (41%) teachers feel that this involvement should take place in the schools, and one in four (24%) feel that it should occur mainly in the home. Significantly more teachers today feel that parent involvement in education should occur both in the school and in the home (35% 1997 vs. 24% 1987). This shift in teacher opinions is most apparent among teachers working in suburban schools. In 1987, suburban teachers were the least likely to believe that parental involvement should occur in both the school and the home (19%). Today, one in three (32%) suburban teachers notes the importance of such involvement in both places. (Table and Figure 1.24)

While one in three white (35%) and minority (31%) teachers agree that it is important for parent involvement in education to occur in both the school and the home, their similarities end here. Two in five (39%) white teachers feel that it is important for such involvement to take place at the school, and one in four (25%) feels that it should take place in the home. In contrast to this, half (52%) of the minority teachers feel that it is important for parent involvement in education to occur at the school itself, and fewer than one in five (17%) feels that it should occur mainly in the home. High school teachers (27%) are more likely than middle school or junior high teachers (20%) to believe that it is important for such involvement to occur mainly in the home. (Figure 1.25 and Table 1.26)

Student opinions on this issue are quite different than those of their teachers. Fewer than five percent (3%) of the students believe that it is important for parents to be involved in education at the school itself, and one in three (34%) feels that it is important for them to be involved mainly in the home. The majority (63%) of students feel that it is important for parents to be involved in education in both the school and the home. Boys are more likely than girls (41% vs. 27%) to believe that it is important for parents to be involved mainly in the home, and girls are more likely than boys (71% vs. 56%) to believe that parental involvement in both places is important. When race and sex are looked at together, some dramatic differences emerge. White boys (45%) are more likely than others to believe that involvement should occur mainly in the home, and minority girls (84%) are more likely to believe that involvement in both the home and the school are important. (Table and Figure 1.27)

Table 1.24

Teachers' Views on Where Parental Involvement in Education Should Occur (Trend)

Q25: In general, when parents are involved with education, do you think it is important for parents to be involved at the school itself, or to be involved mainly at home?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
At school	41	44	43	41	41	50	40	41	40	45
Mainly at home	24	30	21	31	26	29	27	34	21	27
Both (vol.)	35	24	35	27	32	19	32	24	39	26
Don't know	*	1	1	1	*	1	*	1	-	1

Figure 1.24
Teachers' Views on Where Parental Involvement in Education Should Occur

Q25: In general, when parents are involved with education, do you think it is important for parents to be involved at the school itself, or to be involved mainly at home?

Base: All teachers

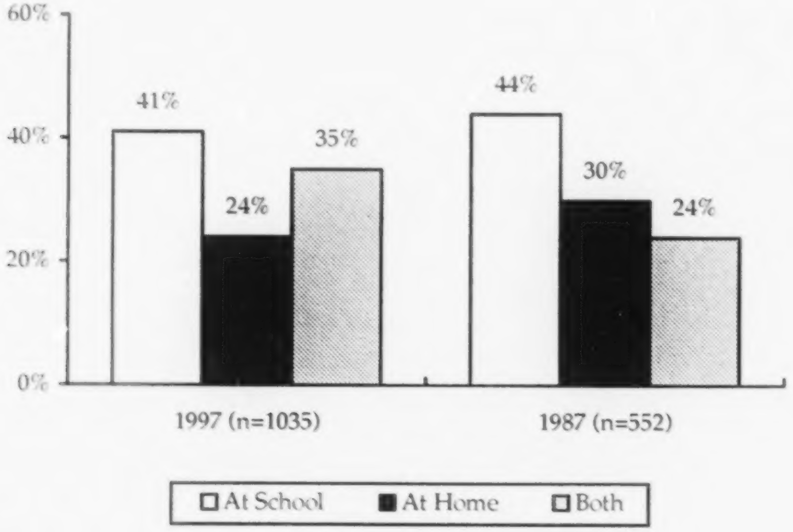


Figure 1.25
Teachers' Views on Where Parental Involvement in Education Should Occur

Q25: In general, when parents are involved with education, do you think it is important for parents to be involved at the school itself, or to be involved mainly at home?

Base: All teachers

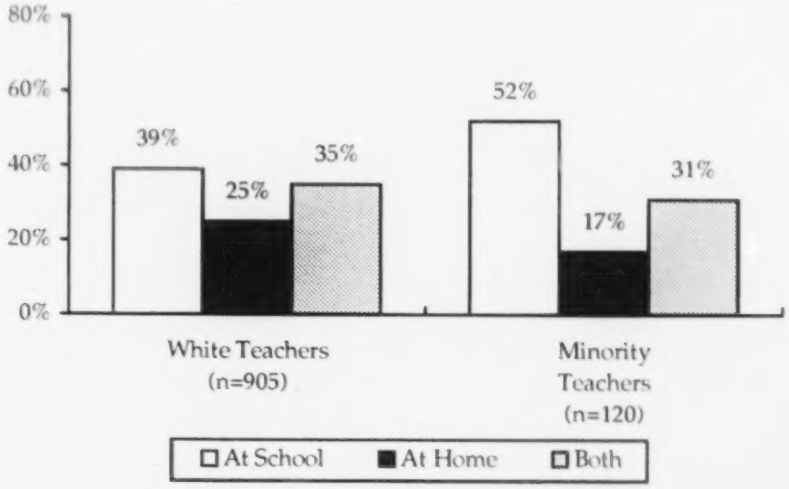


Table 1.26
Teachers' Views on Where Parental Involvement in Education Should Occur

Q25: In general, when parents are involved with education, do you think it is important for parents to be involved at the school itself, or to be involved mainly at home?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
At school	41	38	42	41	41
Mainly at home	24	22	25	20	27
Both (vol.)	35	40	33	39	32

Table 1.27
Students' Views on Where Parental Involvement in Education Should Occur

QB3: In general, when parents are involved with education, do you think it is important for them to be involved at the school itself, to be involved mainly at home, or are both important?

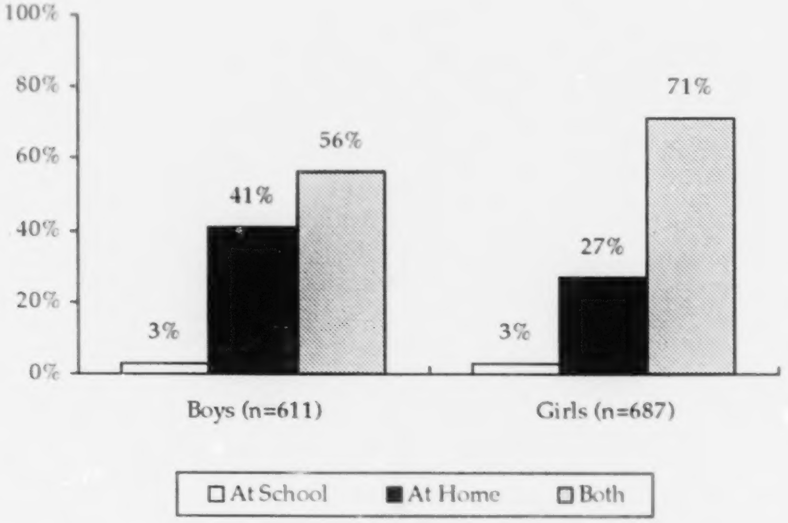
Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1298	611	687	393	428	152	198
	%	%	%	%	%	%	%
At school	3	3	3	2	3	5	3
Mainly at home	34	41	27	45	33	33	13
Both are important	63	56	71	53	64	62	84

Figure 1.27
Students' Views on Where Parental Involvement in Education Should Occur

QB3: In general, when parents are involved with education, do you think it is important for them to be involved at the school itself, to be involved mainly at home, or are both important?

Base: All students



Level of Parental Involvement

Teachers were asked about the level of parental involvement in their schools and whether they would like to see it increase, decrease or stay the same. A large majority (83%) would like to see the level of parental involvement increase, and the remainder (16%) would like to see it stay the same. Nearly all (95%) of the teachers working in inner city schools would like to see the level of parental involvement increase. Teachers working in suburban schools (27%) are more likely than others to want the level of involvement to stay the same. A substantial minority (45%) of teachers working in the communities with the highest estimated median incomes would also like to see the level of parental involvement stay the same. Teachers working in communities with estimated median incomes less than or equal to $15,000 are nearly unanimous (97%) in their desire to see the level of parental involvement in their schools increase. (Tables and Figures 1.28 and 1.29)

Before asking students about the desired level of parental involvement in their education, the actual level of involvement was ascertained. Four out of five students report that their parents are either very (40%) or somewhat (43%) involved with their education, and 15% report that their parents are either not very (11%) or not at all (4%) involved with their education. More than half (56%) of the African American students report that their parents are very involved with their education. A significantly lower percentage of Hispanic (41%) and white (37%) students report that their parents are very involved with their education. (Table and Figure 1.30)

Students who come from families with more than enough money for basics are more likely than those from families without enough money or just enough money for basics to report that their parents are very involved with their education (43% vs. 32%). Students who have at least one parent with a college degree are more likely than those students whose parents are not college educated to report that their parents are very involved with their education (47% vs. 35%). (Tables 1.31 and 1.32)

High school students are less likely than students in seventh and eighth grade to report that their parents are very involved (37% vs. 46%). Students who mostly get grades worse than C (25%) are the least likely to report that their parents are very involved with their education. (Tables 1.33 and 1.34)

Although three in five students report that their parents are less than very involved with their education, only 14% would like their parents to become more involved. Seven in ten (68%) students would like their parents to remain as involved as they are now, and another 14% would like their parents to become less involved with their education. African American and Hispanic students are more likely than white students (22% and 26% vs. 11%) to say they would like to see their parents become more involved with their education. White students (71%) are more likely than others to want their parents to remain as involved with their education as they currently are. Students who usually get A's and B's (76%) are more likely than students with lower grades to want their parents to maintain their current level of involvement, and students who mostly get grades lower than C (42%) are the least likely to desire this. In fact, students who mostly get grades lower than C (32%) are the most likely to desire that their parents become less involved with their education. (Tables 1.35 and 1.36)

Table 1.28

Teachers' Desired Level of Parental Involvement in Their Schools

Q40: Would you like to see the level of parental involvement in your school increase, decrease, or stay the same as it is now?

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Would like to see it increase	83	95	85	72	84	88
Would like to see it decrease	*	-	1	*	*	1
Would like to see it stay the same	16	3	15	27	15	12
Don't know	*	1	-	-	-	-
Refused	*	1	-	-	-	-

Table 1.29
Teachers' Desired Level of Parental Involvement in Their Schools

Q40: Would you like to see the level of parental involvement in your school increase, decrease, or stay the same as it is now?

Base: All teachers

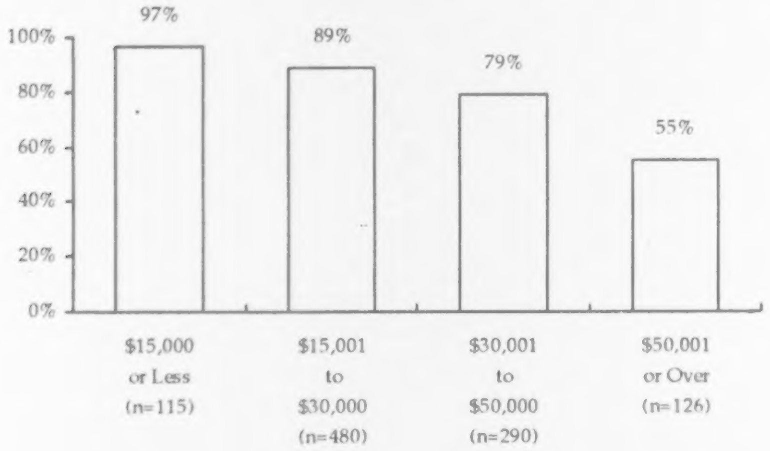
		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Would like to see it increase	83	97	89	79	55
Would like to see it decrease	*	-	*	1	-
Would like to see it stay the same	16	3	10	20	45

Figure 1.29
Teachers' Desired Level of Parental Involvement in Their Schools

Q40: Would you like to see the level of parental involvement in your school increase, decrease, or stay the same as it is now?

Base: All teachers

% Responding "Would like to see it increase"



Median Community Income

Table 1.30
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1299	817	167	189
	%	%	%	%
Involved	83	83	92	81
Very involved	40	37	56	41
Somewhat involved	43	45	35	40
Not Involved	15	16	8	18
Not very involved	11	13	7	10
Not at all involved	4	3	1	8
Don't know	2	2	*	1

Figure 1.30
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

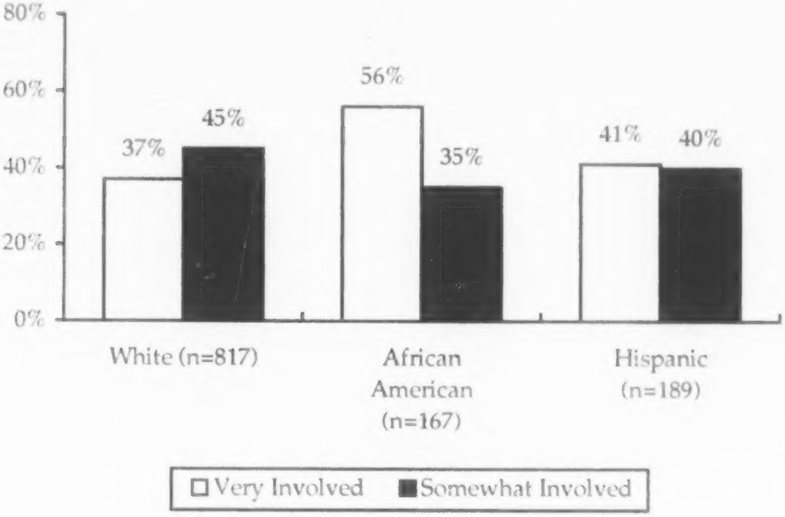


Table 1.31
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

	Total	Not Enough/Just Enough Money for Basics	More Than Enough Money for Basics
Base:	1299	302	989
	%	%	%
Involved	83	77	85
Very involved	40	32	43
Somewhat involved	43	45	43
Not Involved	15	22	13
Not very involved	11	14	11
Not at all involved	4	8	2
Don't know	2	1	2

Table 1.32
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1299	580	641
	%	%	%
Involved	83	89	79
Very involved	40	47	35
Somewhat involved	43	42	45
Not Involved	15	10	19
Not very involved	11	7	14
Not at all involved	4	3	4
Don't know	2	1	2

Table 1.33
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1299	555	744
	%	%	%
Involved	83	86	82
Very involved	40	46	37
Somewhat involved	43	39	45
Not Involved	15	13	16
Not very involved	11	10	12
Not at all involved	4	3	4
Don't know	2	1	2

Table 1.34
Level of Parental Involvement With Students' Education

QB5: How involved are your parents or guardians with your education?

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1299	806	365	110
	%	%	%	%
Involved	83	86	82	69
Very involved	40	44	39	25
Somewhat involved	43	43	43	44
Not Involved	15	13	17	25
Not very involved	11	9	13	19
Not at all involved	4	3	4	6
Don't know	2	1	1	6

Table 1.35
Students' Desired Level of Parental Involvement in Their Education

QB6: Would you like your parents or guardians to become more involved, less involved, or remain as involved as they are now with your education?

Base: All students

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1297	816	167	188
	%	%	%	%
Become more involved	14	11	22	26
Become less involved	14	15	8	13
Remain as involved as they are now	68	71	66	57
Don't know	4	3	4	4

Table 1.36
Students' Desired Level of Parental Involvement in Their Education

QB6: Would you like your parents or guardians to become more involved, less involved, or remain as involved as they are now with your education?

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1297	806	364	109
	%	%	%	%
Become more involved	14	12	19	20
Become less involved	14	10	15	32
Remain as involved as they are now	68	76	60	42
Don't know	4	2	6	7

Frequency With Which Parents Attend Events at School

The plurality (46%) of students report that their parents attend such events as plays, sporting events or concerts more than three times a year. Fewer than one in five (17%) parents attend such events two or three times a year, roughly one in ten (13%) attends one once a year, and one-fifth (19%) never attends any school events. White students (55%) are more likely than others to report that their parents attend such school events more than three times a year. A similar proportion of students attending suburban schools (56%) report that their parents attend events at their schools more than three times a year. Only two in five (37%) urban students make the same claim. (Tables 1.37 and 1.38)

Students with at least one college-educated parent are more likely than those without a college-educated parent to report that their parents attend more than three events per year (56% vs. 41%). Students who come from families that do not have enough money or that have just enough money for basics are more likely than those from families with more than enough money to report that their parents never attend such school events (27% vs. 17%). Nearly half (46%) of the students who mostly get grades worse than C report that their parents never attend any events at their schools. (Tables 1.39 and 1.41)

Table 1.37
Frequency With Which Parents Attend School Events

QB7.1: How often do your parents or guardians attend a play, sports event or concert at the school - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1300	818	167	189
	%	%	%	%
Never	19	15	26	24
Once a year	13	11	13	26
2 or 3 times a year	17	15	21	16
More than 3 times a year	46	55	33	28
Don't know	5	4	8	6

Table 1.38
Frequency With Which Parents Attend School Events

QB7.1: How often do your parents or guardians attend a play, sports event, or concert at the school - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	1300	562	408	330
	%	%	%	%
Never	19	25	16	17
Once a year	13	17	10	13
2 or 3 times a year	17	16	16	18
More than 3 times a year	46	37	56	46
Don't know	5	5	2	6

Table 1.39
Frequency With Which Parents Attend School Events

QB7.1: How often do your parents or guardians attend a play, sports event, or concert at the school - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1300	579	642
	%	%	%
Never	19	14	23
Once a year	13	10	15
2 or 3 times a year	17	16	16
More than 3 times a year	46	56	41
Don't know	5	3	5

Table 1.40
Frequency With Which Parents Attend School Events

QB7.1: How often do your parents or guardians attend a play, sports event, or concert at the school - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

	Total	Not Enough/Just Enough Money for Basics	More Than Enough Money for Basics
Base:	1300	303	988
	%	%	%
Never	19	27	17
Once a year	13	16	12
2 or 3 times a year	17	18	16
More than 3 times a year	46	30	51
Don't know	5	8	4

Table 1.41
Frequency With Which Parents Attend School Events

QB7.1: How often do your parents or guardians attend a play, sports event, or concert at the school - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1300	806	365	110
	%	%	%	%
Never	19	12	25	46
Once a year	13	12	12	20
2 or 3 times a year	17	17	20	3
More than 3 times a year	46	56	36	17
Don't know	5	3	6	13

Frequency With Which Parents Meet With Teachers

Three out of four students report that their parents meet in person with a teacher or school official one-on-one at least once a year. Fewer than half (42%) of the students' parents have such one-on-one meetings two or more times a year, and two in ten (20%) report that their parents never meet with teachers or school officials. High school students are more likely than junior high students (23% vs. 15%) to report that their parents never meet with teachers or school officials. (Table 1.42)

Table 1.42
Frequency With Which Parents Meet One-On-One With Teachers

QB7.2: How often do your parents or guardians meet in person with a teacher or school official one-on-one - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1304	558	746
	%	%	%
Never	20	15	23
Once a year	34	35	33
2 or 3 times a year	29	31	27
More than 3 times a year	13	14	12
Don't know	4	4	5

Frequency With Which Parents Talk on the Telephone With Teachers

Two out of three students report that their parents talk on the telephone with a teacher or school official at least once a year. Two in five (39%) report that their parents have such telephone conversations two or more times per year. A substantial proportion (27%) report that their parents never have such conversations with teachers or school officials. Girls in particular are more likely than boys (31% vs. 24%) to report that their parents are never involved in such telephone conversations. (Table 1.43)

Table 1.43
Frequency With Which Parents Talk on the Telephone With Teachers

QB7.3: How often do your parents or guardians talk on the telephone with a teacher or a school official - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1303	615	688	391	429	158	198
	%	%	%	%	%	%	%
Never	27	24	31	26	31	16	27
Once a year	26	25	27	25	28	29	27
2 or 3 times a year	24	24	25	24	27	21	22
More than 3 times a year	15	19	11	18	9	22	16
Don't know	7	9	6	8	5	11	9

Frequency With Which Parents Attend Meetings of Parents' Groups

Three in five (59%) students report that their parents never attend meetings of parents' groups, such as the PTA. One in three (34%) reports that his/her parents attend such meetings at least one time per year. Students that do not have at least one college-educated parent are more likely than those with a college-educated parent (67% vs. 51%) to report that their parents never attend PTA or other parent group meetings. (Tables 1.44 and 1.45)

Table 1.44
Frequency With Which Parents Attend Meetings of Parents' Groups

QB7.4: How often do your parents or guardians attend meetings of a parents' group such as the PTA - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1302	580	643
	%	%	%
Never	59	51	67
Once a year	13	13	13
2 or 3 times a year	10	14	7
More than 3 times a year	11	15	7
Don't know	8	7	7

Table 1.45
Frequency With Which Parents Are Involved in Education at the School (Summary)

QB7: How often do your parents or guardians (READ EACH ITEM) - - never, once a year, 2 or 3 times a year, or more than 3 times a year?

Base: All students

		Never	Once a Year	2 or 3 Times a Year	More Than 3 Times a Year	Don't Know
Attend meetings of a parents' group such as the PTA	%	59	13	10	11	8
Talk on the telephone with a teacher or a school official	%	27	26	24	15	7
Meet in person with a teacher or school official one-on-one	%	20	34	29	13	4
Attend a play, sports event, or concert at the school	%	19	13	17	46	5

Parental Involvement in Educational Areas

Compared to a decade ago, teachers today are more likely to feel that their schools are doing a good job of encouraging parental involvement in educational areas. Today four of five (81%) secondary teachers feel that their schools do a good job of encouraging such involvement, whereas in 1987, only three of four (74%) secondary teachers felt this way. While schools in urban, suburban and rural areas have all made strides in encouraging parental involvement, urban schools have made the most significant improvement. Today eight out of ten (79%) teachers working in urban schools feel that their schools do a good job of encouraging parental involvement, while only seven in ten (69%) felt this way a decade ago. (Table 2.1)

Upon closer review, we see that today's teachers in the South (87%) are more likely than teachers in the East, Midwest or West (77%, 77%,78%, respectively) to feel that their schools do a good job of encouraging parental involvement in educational areas. Also, teachers are more likely to feel that their schools do a good job of advocating such involvement if they work in communities with an estimated median income greater than $30,000 (86%) than if they work in communities with median incomes less than or equal to $30,000 (77%). Teachers who have taught for ten years or more are more likely than their less experienced colleagues to feel that their schools do a good job of encouraging parental involvement (83% vs. 75%), and teachers working in middle or junior high schools are more likely to share these positive sentiments than high school teachers (84% vs. 79%). (Tables 2.2 to 2.4)

While most teachers feel that their schools do a good job of encouraging parental involvement in educational areas, students do not necessarily agree. Two in five (41%) students feel that their schools do not do a good job of encouraging parental involvement in the classroom, one in three (33%) feels that they do, and one in four (26%) is not sure. Boys are more apt than girls (45% vs. 37%) to feel that their schools do not do a good job in this area. White boys (46%) in particular are the least likely to believe that their schools do a good job of encouraging such involvement, and minority girls (43%) are the most likely to believe that their schools do a good job with this. Students in seventh and eighth grades are much more likely than high school students to believe their schools do a good job of involving parents in the classroom (43% vs. 28%). Likewise, students in urban and rural schools are more likely to feel this way than students in suburban schools (35% and 37% vs. 29%). Nearly half (47%) of all students attending suburban schools feel that their schools do not do a good job of encouraging parental involvement in the classroom. (Tables 2.5 to 2.7)

Table 2.1
Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas (Trend)

Q5A: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in educational areas.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Agree	81	74	79	69	85	77	79	72	80	75
Disagree	19	26	21	30	14	23	21	27	20	24
Don't know	*	1	-	1	1	-	1	1	-	1

Table 2.2

Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas

Q5A: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in educational areas.

Base: All teachers

		Region			
	Total	East	Midwest	South	West
Base:	1035	235	267	347	186
	%	%	%	%	%
Agree	81	77	77	87	78
Disagree	19	22	23	13	21
Don't know	*	*	*	-	1

Table 2.3

Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas

Q5A: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in educational areas.

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Agree	81	77	77	86	86
Disagree	19	23	23	14	14
Don't know	*	-	*	-	1

Table 2.4

Teachers' Perceptions of School-Encouraged Parental Involvement in Educational Areas

Q5A: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in educational areas.

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Agree	81	75	83	84	79
Disagree	19	25	17	16	21
Don't know	*	-	*	*	*

Table 2.5

Students' Perceptions of School-Encouraged Parental Involvement in the Classroom

QB2.1: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in the classroom.

Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1293	607	686	391	429	150	196
	%	%	%	%	%	%	%
Mostly true	33	30	38	30	36	34	43
Mostly false	41	45	37	46	40	41	37
Don't know	26	26	25	24	25	25	21

Table 2.6
Students' Perceptions of School-Encouraged Parental Involvement in the Classroom

QB2.1: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in the classroom.

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1293	552	741
	%	%	%
Mostly true	33	43	28
Mostly false	41	32	46
Don't know	26	25	26

Table 2.7
Students' Perceptions of School-Encouraged Parental Involvement in the Classroom

QB2.1: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in the classroom.

Base: All students

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	1293	556	409	328
	%	%	%	%
Mostly true	33	35	29	37
Mostly false	41	37	47	39
Don't know	26	28	25	24

Parental Involvement in Extra-Curricular Activities

Teachers' perceptions of parental involvement in non-subject areas have changed little over the past ten years. Today more than four in five teachers (85%) feel that their schools do a good job of encouraging parental involvement in sports, arts and other non-subject areas. A decade ago, a similar proportion of teachers (83%) shared these sentiments. Although overall teacher perceptions have changed little, notable improvement has been made in urban schools. Today, four in five (80%) teachers working in urban schools, compared to seven in ten (73%) a decade ago, feel that their schools do a good job of encouraging parental involvement in extra-curricular activities. Nonetheless, even though urban schools have made improvements in this area, they still significantly lag behind rural schools (80% vs. 89%). (Table 2.8)

A closer look at the teachers of today suggests that teachers' perceptions vary depending on geographic locale and the type of school in which the teachers teach. Schools in the West significantly lag behind those of the East, Midwest and South. Teachers in the South are most likely to have positive views about parental involvement in non-academic activities. Nine in ten (90%) teachers in the South feel that their schools do a good job of encouraging parental involvement in non-subject areas, whereas only seven in ten (73%) teachers from the West concur. High school teachers are also more likely to agree with this assertion than middle or junior high school teachers, with nine in ten (88%) high school teachers and eight in ten (80%) middle or junior high school teachers agreeing with this statement. (Tables and Figures 2.9 and 2.10)

Once again teachers are more likely than students to believe their schools are doing a good job of encouraging parental involvement. More than half (54%) of all students feel their schools do a good job of encouraging parental involvement in sports, arts and other after-school activities, three in ten (28%) feel that this is not the case and 18% are not sure. Girls are more likely than boys to feel that their schools do a good job in this area, with three in five (58%) girls and half (51%) of all boys agreeing with this statement. Equal proportions of white girls (60%) and minority boys (60%) believe their schools do a good of job of encouraging parental involvement in extra-curricular activities. White boys are the group most likely to disagree with this statement, with three in ten (32%) doing so. In addition to perceptional differences based on sex and race, students' perceptions also vary by size of place. Students attending suburban schools are the most likely to believe their schools do a good job of encouraging such involvement, with students from rural and urban schools falling close behind (59% vs. 53% and 50%). (Tables and Figures 2.11 and 2.12)

Table 2.8
Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas (Trend)

Q5B: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in sports, arts and other non-subject areas.

Base: All teachers

	Total		Size of Place							
			Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Agree	85	83	80	73	84	82	87	84	89	90
Disagree	14	15	18	26	14	16	11	13	10	10
Don't know	1	2	2	1	2	2	1	2	-	1
Refused	*		-		-		1		*	

Table 2.9
Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas

Q5B: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in sports, arts and other non-subject areas.

Base: All teachers

		Region			
	Total	East	Midwest	South	West
Base:	1035	235	267	347	186
	%	%	%	%	%
Agree	85	82	88	90	73
Disagree	14	17	12	8	22
Don't know	1	*	-	1	4

Table 2.10
Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas

Q5B: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in sports, arts and other non-subject areas.

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Agree	85	82	86	80	88
Disagree	14	16	13	18	11
Don't know	1	1	1	2	1
Refused	*	1	*	*	*

Figure 2.10
Teachers' Perceptions of School-Encouraged Parental Involvement in Non-Subject Areas

Q5B: Tell me whether you agree or disagree with each statement about your school. Our school does a good job of encouraging parental involvement in sports, arts and other non-subject areas.

Base: All teachers

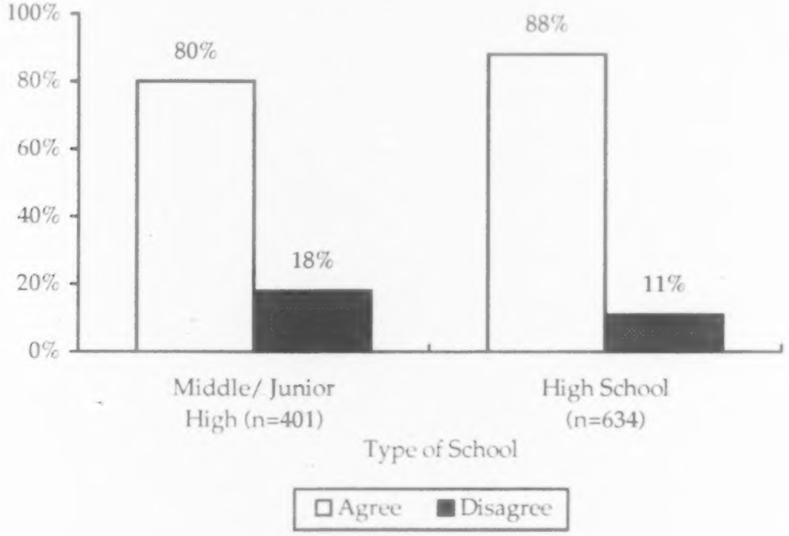


Table 2.11
Students' Perceptions of School-Encouraged Parental Involvement in After School Activities

QB2.2: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in sports, arts and other after school activities.

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1293	606	687	390	429	150	197
	%	%	%	%	%	%	%
Mostly true	54	51	58	48	60	60	53
Mostly false	28	30	25	32	26	25	26
Don't know	18	19	17	20	14	15	22

Figure 2.11
Students' Perceptions of School-Encouraged Parental
Involvement in After School Activities

QB2.2: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in sports, arts and other after school activities.

Base: All students

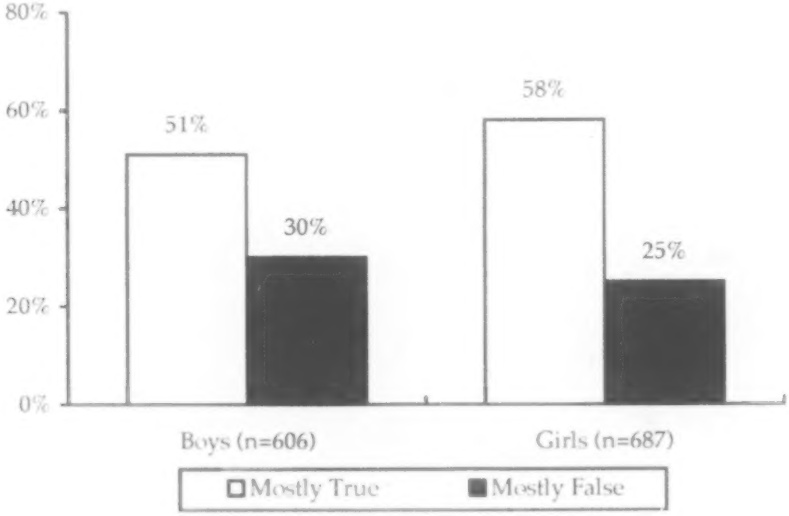


Table 2.12
Students' Perceptions of School-Encouraged Parental
Involvement in After School Activities

QB2.2: Do you think the following statement about your school is mostly true or mostly false. My school does a good job of encouraging parental involvement in sports, arts and other after school activities.

Base: All students

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	1293	559	409	325
	%	%	%	%
Mostly true	54	50	59	53
Mostly false	28	31	26	27
Don't know	18	19	14	20

School-Initiated Parental Contact

A decade ago, most secondary school teachers disagreed with the assertion that schools only contact parents when there is a problem with their child, and they continue to do so today. In 1987, seven in ten (70%) teachers disagreed with this statement, and today, three out of four (74%) teachers do so. The opinions of teachers working in suburban schools have changed the most over the past decade, with seven in ten (71%) disagreeing a decade ago and eight in ten (80%) disagreeing today. Teachers in suburban schools are the most likely to disagree with the notion that parents are only contacted when there is a problem with their child; eight in ten suburban teachers compared to seven in ten urban, small town and rural teachers (80% vs. 71%, 70% and 72%, respectively) disagree with this statement. (Table 2.13)

Teachers' perceptions of this issue vary by teaching experience, type of school and sex. Teachers with less than ten years of teaching experience (32%) are more likely than those with more experience (24%) to agree that schools only contact parents when there is a problem with their child. High school teachers are more apt to agree with this statement than middle school teachers (29% vs. 21%), and male teachers are more inclined than their female counterparts to believe that this is the case (32% vs. 22%). (Tables 2.14 and 2.15)

In contrast to the perceptions of teachers, most students believe their schools only contact parents when there is a problem with their child; two out of three (65%) students believe this to be the case, one in four (23%) disagrees with this, and one in ten (11%) is not sure. Students in high school are more inclined than middle or junior high school students to believe this is so, with seven in ten (69%) high school students and six in ten (59%) middle and junior high school students believing their schools only contact parents when there is a problem with a student. (Table and Figure 2.16)

Table 2.13
Teachers' Perceptions of School-Initiated Parental Contact (Trend)

Q5C: Tell me whether you agree or disagree with each statement about your school. Our school only contacts parents when there is a problem with their child.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Agree	26	29	29	33	19	28	29	28	28	28
Disagree	74	70	71	67	80	71	70	71	72	72
Don't know	*	1	-	-	*	1	*	1	1	-

Table 2.14
Teachers' Perceptions of School-Initiated Parental Contact

Q5C: Tell me whether you agree or disagree with each statement about your school. Our school only contacts parents when there is a problem with their child.

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Agree	26	32	24	21	29
Disagree	74	68	75	79	70
Don't know	*	*	*	-	*

Table 2.15
Teachers' Perceptions of School-Initiated Parental Contact

Q5C: Tell me whether you agree or disagree with each statement about your school. Our school only contacts parents when there is a problem with their child.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Agree	26	32	22	27	22
Disagree	74	68	78	73	78
Don't know	*	*	*	*	1

Table 2.16
Students' Perceptions of School-Initiated Parental Contact

QB2.4: Do you think the following statement about your school is mostly true or mostly false. My school only contacts parents when there is a problem with their child.

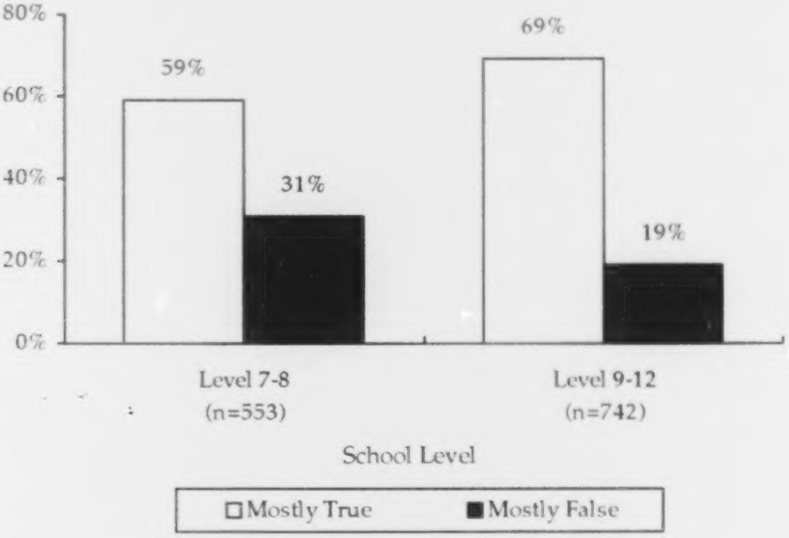
Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1295	553	742
	%	%	%
Mostly true	65	59	69
Mostly false	23	31	19
Don't know	11	10	12

Figure 2.16
Students' Perceptions of School-Initiated Parental Contact

QB2.4: Do you think the following statement about your school is mostly true or mostly false. My school only contacts parents when there is a problem with their child.

Base: All students



Meaningful Roles for Parents

In summary, half (54%) of all students believe that their schools do a good job of encouraging parental involvement in extra-curricular activities, but two in five (41%) students feel that their schools do not do a good job of encouraging parental involvement in the classroom. In addition, two in three (65%) believe that their schools only contact parents when there is a problem with their child. The only area where most students perceive school-encouraged parental involvement in a positive light is in non-academic areas. In spite of this, three in five (57%) students feel that their schools give parents the opportunity for meaningful roles. One in five (18%) students disagrees with this statement, and one in four (26%) is not sure. (Tables 2.17 to 2.19)

A closer look at these students reveals that girls are more likely than boys (60% vs. 53%) to believe their schools offer parents the opportunity for meaningful roles. White girls, in particular, are the group most likely to believe this to be true. Two in three (66%) white girls believe that schools provide parents with the opportunity for meaningful roles, while only half of white boys, minority boys and minority girls (52%, 53%, and 51%, respectively) share this view. In addition to these differences, student perceptions vary by school level. Students in seventh and eighth grades are much more likely than high school students to believe that schools offer such opportunities, with three in five (63%) seventh and eighth graders and half (53%) of all high school students feeling this way. (Tables and Figures 2.19 and 2.20)

Table 2.17
Teachers' Perceptions of School-Encouraged Parental Involvement
(Summary Table)

Q5: Tell me whether you agree or disagree with each statement about your school.

Base: All teachers

		Agree	Disagree	Don't Know
Our school does a good job of encouraging parental involvement in sports, arts and other non-subject areas	%	85	14	1
Our school does a good job of encouraging parental involvement in educational areas	%	81	19	*
Our school only contacts parents when there is a problem with their child	%	26	74	*

Table 2.18
Students' Perceptions of School-Encouraged Parental Involvement
(Summary Table)

QB2 Do you think the following statement about your school is mostly true or mostly false?

Base: All students

		Mostly True	Mostly False	Don't Know
My school only contacts parents when there is a problem with their child.	%	65	23	11
My school does a good job of encouraging parental involvement in sports, arts and other after-school activities.	%	54	28	18
My school does a good job of encouraging parental involvement in the classroom.	%	33	41	26
My school does not give parents the opportunity for any meaningful roles.	%	18	57	26

Table 2.19
Students' Perceptions of Opportunities for Meaningful Roles for Parents

QB2.3: Do you think the following statement about your school is mostly true or mostly false. My school does not give parents the opportunity for any meaningful roles.

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1292	607	685	391	429	150	195
	%	%	%	%	%	%	%
Mostly true	18	20	15	22	14	17	18
Mostly false	57	53	60	52	66	53	51
Don't know	26	27	24	26	20	30	32

Figure 2.19
Students' Perceptions of Opportunities for Meaningful Roles for Parents

QB2.3: Do you think the following statement about your school is mostly true or mostly false. My school does not give parents the opportunity for any meaningful roles.

Base: All students

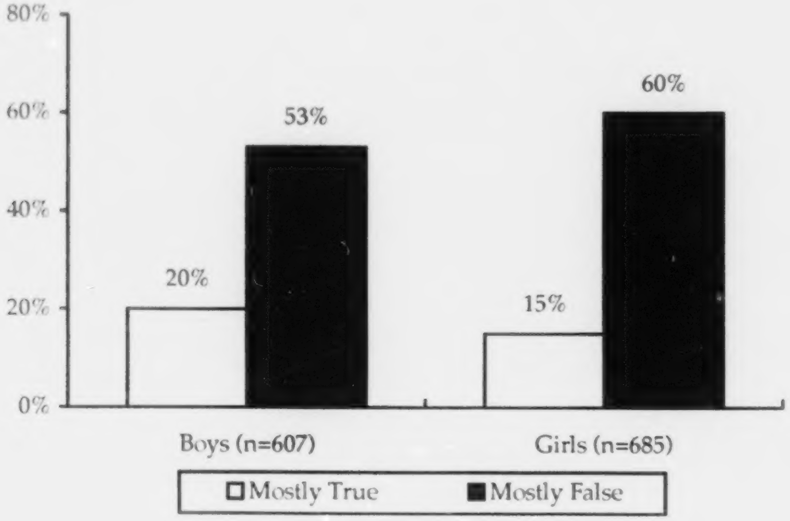


Table 2.20
Students' Perceptions of Opportunities for Meaningful Roles for Parents

QB2.3: Do you think the following statement about your school is mostly true or mostly false. My school does not give parents the opportunity for any meaningful roles.

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1292	552	740
	%	%	%
Mostly true	18	18	17
Mostly false	57	63	53
Don't know	26	19	30

Changes in Subjects Taught

Teachers today are as closely divided as they were ten years ago over the degree to which parents should be consulted about changes in the subjects taught. Today, as a decade ago, half (53% 1997, 53% 1987) of all secondary teachers believe that parents only need be kept informed about such changes. In contrast to this, more than two in five teachers (44% 1997, 45% 1987) believe that parents should be actively consulted before such changes are made. Teachers' beliefs did not significantly vary across urban, suburban and rural areas then, and they still do not today. (Table 3.1)

A closer look at today's secondary teachers, however, reveals that current beliefs appear to be influenced by geographic location and the community's median income level. Teachers working in the West (51%) are most likely to believe that parents should be actively consulted about changes in subjects taught, and teachers in the Midwest (60%) are the most likely to believe that parents need only be kept informed of such changes. Teachers working in communities with the lowest estimated community incomes (55%) are most inclined to believe that parents should be actively consulted about such changes, and teachers working in communities with estimated median incomes over $50,000 (61%) are most likely to believe that parents should just be kept informed of such changes. (Tables 3.2 and 3.3)

In addition to these factors, sex and years of experience also appear to shape views on this issue. Female teachers are slightly more likely than male teachers to believe that parents should be actively consulted about changes in subjects taught, with nearly half (47%) of female teachers but only two in five (40%) male teachers sharing this opinion. Teachers with less than ten years of experience are much more likely to believe that parents should be actively consulted than those with ten or more years of experience (54% vs. 41%, respectively). (Tables 3.4 and 3.5)

Whereas the majority of teachers believe that parents need only be kept informed about changes made in the subjects taught, students are more inclined to believe that parents should have at least some say. A quarter (26%) of the students believe that parents should have a lot of say in decisions regarding subjects taught, and half (53%) believe that they should have some say in these decisions. Less than one in five (17%) feel that they should have no say. (Table 3.6)

Responses vary slightly when student subgroups are looked at individually. Students in grades seven and eight are more likely than students in high school (32% vs. 23%) to believe that parents should have a lot of say in decisions affecting the subjects taught. More African American and Hispanic students than white students (35% and 32% vs. 24%) believe that parents should have a lot of say in such decisions. Students in suburban schools (21%) are the least likely and students in urban schools (31%) are the most likely to believe that parents should have a lot of input in such decisions made by schools. (Tables 3.7 and 3.8)

Table 3.1
Teachers' Opinions of Parental Involvement in Subject Changes (Trend)

Q20A: When it comes to changes in what subjects are taught, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Actively consulted	44	45	47	50	41	41	44	49	45	41
Just kept informed	53	53	52	49	56	57	53	49	52	58
Not be involved at all	2	1	1	1	3	1	2	2	2	1
Don't know	*	*	*	-	*	1	*	-	-	1

Table 3.2

Teachers' Opinions of Parental Involvement in Subject Changes

Q20A: When it comes to changes in what subjects are taught, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Region			
	Total	East	Midwest	South	West
Base:	1035	235	267	347	186
	%	%	%	%	%
Actively consulted	44	45	37	45	51
Just kept informed	53	52	60	53	47
Not be involved at all	2	4	2	2	1
Don't know	*	-	*	-	1

Table 3.3

Teachers' Opinions of Parental Involvement in Subject Changes

Q20A: When it comes to changes in what subjects are taught, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Actively consulted	44	55	44	43	37
Just kept informed	53	44	54	54	61
Not be involved at all	2	1	2	3	2
Don't know	*	-	*	1	-

Table 3.4
Teachers' Opinions of Parental Involvement in Subject Changes

Q20A: When it comes to changes in what subjects are taught, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Actively consulted	44	40	47	44	46
Just kept informed	53	57	51	53	53
Not be involved at all	2	3	2	2	2

Table 3.5
Teachers' Opinions of Parental Involvement in Subject Changes

Q20A: When it comes to changes in what subjects are taught, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Actively consulted	44	54	41	48	42
Just kept informed	53	45	56	49	56
Not be involved at all	2	1	2	2	2

Table 3.6
Students' Opinions on the Say Parents Should Have on Subjects Taught

QB8.1: How much of a say should parents have in decisions your school makes in the following areas: the subjects you are taught?

Base: All students

	Total	School Level	
		Grades 7-8	Grades 9-12
Base:	1300	555	[illegible]
	%	%	%
A lot	26	32	23
Some	53	48	56
None	17	16	18
Don't know	4	4	4

Table 3.7
Students' Opinions on the Say Parents Should Have on Subjects Taught

QB8.1: How much of a say should parents have in decisions your school makes in the following areas: the subjects you are taught?

Base: All students

	Total	Race/Ethnicity		
		White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1300	820	166	187
	%	%	%	%
A lot	26	24	35	32
Some	53	56	44	45
None	17	19	16	15
Don't know	4	2	5	8

Table 3.8
Students' Opinions on the Say Parents Should Have on Subjects Taught

QB8.1: How much of a say should parents have in decisions your school makes in the following areas: the subjects you are taught?

Base: All students

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	1300	560	409	331
	%	%	%	%
A lot	26	31	21	27
Some	53	51	58	49
None	17	15	18	19
Don't know	4	3	4	5

Changes in Homework Policy

Teachers' perceptions of the role parents should have in shaping changes in homework policy are similar to those held in 1987. Teachers remain closely divided over this issue, with awareness rather than active consultation still favored by the majority. More than half (55%) of all secondary school teachers believe parents should just be kept informed about changes in homework policy, and two in five (43%) think that they should be actively consulted. A similar proportion felt this way a decade ago, with three in five (59%) favoring keeping parents informed and two in five (38%) favoring active consultation. Views on this issue did not significantly vary across urban, suburban and rural areas in 1987 and still do not today. (Table 3.9)

Current teacher attitudes vary by teacher race and grade level taught. Minority teachers (55%) are the most likely to believe that parents should be actively consulted about changes in homework policy, and white teachers (57%) are the most likely to believe that parents just need to be kept informed. Teachers working with younger students are more likely than those working with high school students to believe that parents should play a more active role in such policy changes. Nearly half (48%) of all middle or junior high school teachers feel that parents need to be actively consulted, while only two in five (39%) high school teachers share this view. Teachers working in schools that fall in the lowest, estimated median community income bracket (48%) are the most likely to favor active consultation, and teachers working in communities that fall into the highest bracket (34%) are the least likely to favor such consultation (this difference borders on the threshold of statistical significance at the 95% confidence level). (Tables and Figures 3.10 to 3.12)

Students were also surveyed on this issue. Most believe that parents should have at least some say in decisions schools make about homework assignments. One in five (19%) feels that parents should have a lot of say in such decisions, and two in five (41%) feel that they should have some say. A substantial minority (35%) feel that parents should have no say in decisions affecting homework assignments. (Table 3.13)

A closer look at student subgroups reveals that younger students are more likely than older students to believe that parents should have at least some say in decisions regarding homework assignments; seven in ten seventh and eighth graders believe that parents should have either a lot (26%) or some (45%) say, while only half of high school students share these views (15% a lot, 38% some). In addition to this difference based on school level, noteworthy differences emerge when student race and sex are looked at together. Minority boys (30%) are the most likely to believe that parents should have a lot of say in such decisions, and white boys (41%) are the most likely to believe that parents should have no say. (Tables and Figures 3.13 and 3.14)

Table 3.9
Teachers' Opinions on Parental Involvement in Changes in Homework Policy (Trend)

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Actively consulted	43	38	49	48	41	37	39	37	41	32
Just kept informed	55	59	50	49	56	58	58	60	58	64
Not be involved at all	2	3	1	3	3	3	2	2	1	3
Don't know	*	*	-	-	-	1	1	-	-	-

Table 3.10
Teachers' Opinions on Parental Involvement in Changes in Homework Policy

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Actively consulted	43	41	44	41	55
Just kept informed	55	56	55	57	45
Not be involved at all	2	3	1	2	-

Figure 3.10
Teachers' Opinions on Parental Involvement in Changes in Homework Policy

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

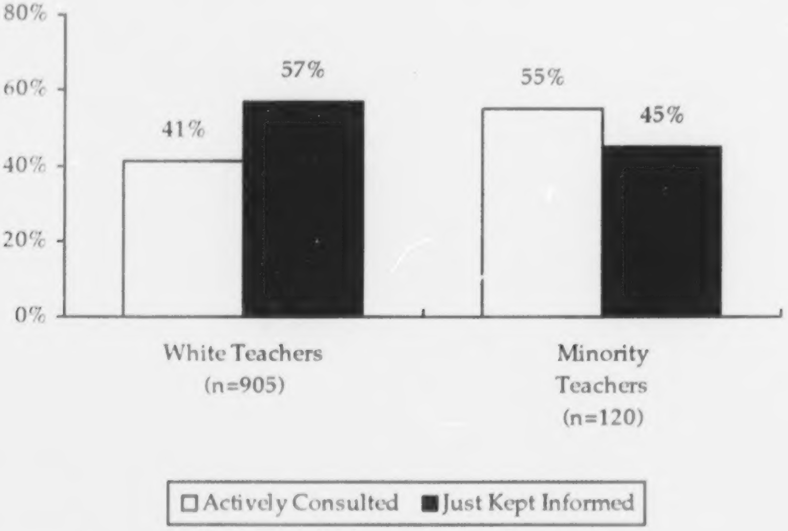


Table 3.11
Teachers' Opinions on Parental Involvement in Changes in Homework Policy

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Actively consulted	43	44	42	48	39
Just kept informed	55	55	56	51	58
Not be involved at all	2	1	2	1	2
Don't know	*	1	-	-	*

Figure 3.11
Teachers' Opinions on Parental Involvement in Changes in Homework Policy

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

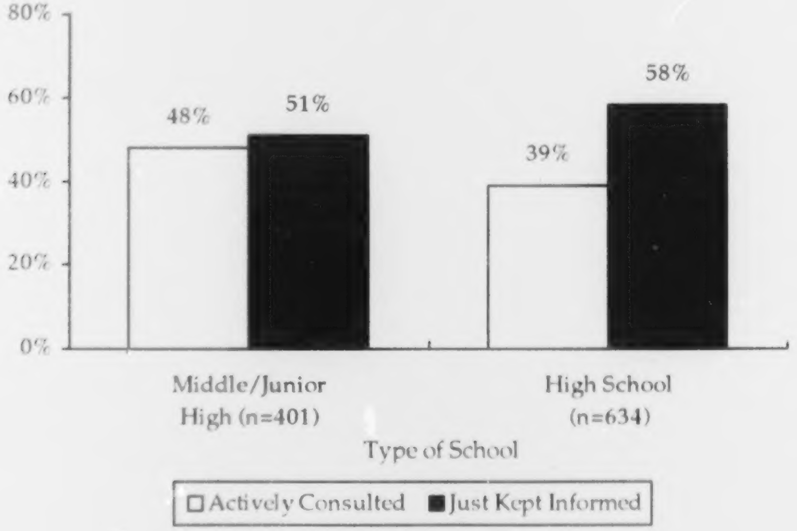


Table 3.12
Teachers' Opinions on Parental Involvement in Changes in Homework Policy

Q20C: When it comes to changes in homework policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Actively consulted	43	48	45	41	34
Just kept informed	55	51	53	57	62
Not be involved at all	2	1	2	2	3

Table 3.13
Students' Opinions on the Say Parents Should Have on Homework Assignments

QB8.2: How much of a say should parents have in decisions your school makes in the following areas: Homework assignments - - how much and how often?

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1301	557	744
	%	%	%
A lot	19	26	15
Some	41	45	38
None	35	24	41
Don't know	5	5	6

Figure 3.13
Students' Opinions on the Say Parents Should Have on Homework Assignments

QB8.2: How much of a say should parents have in decisions your school makes in the following areas: Homework assignments - - how much and how often?

Base: All students

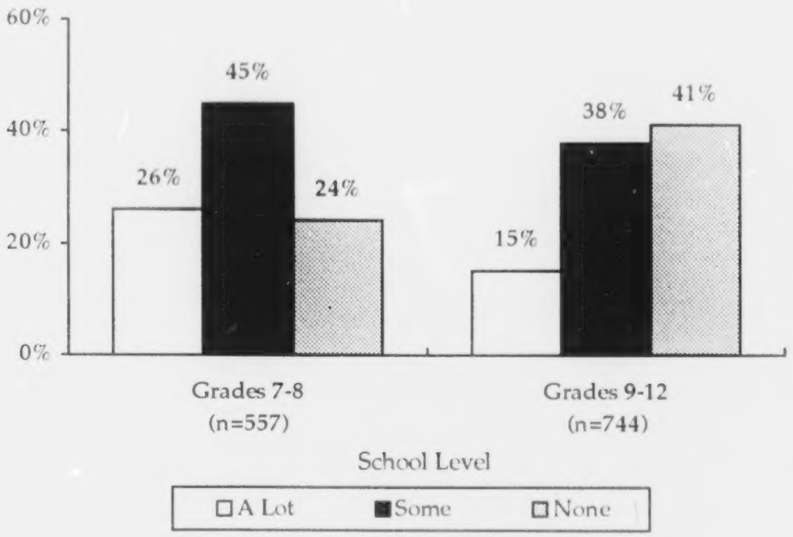


Table 3.14
Students' Opinions on the Say Parents Should Have on Homework Assignments

QB8.2: How much of a say should parents have in decisions your school makes in the following areas: Homework assignments - - how much and how often?

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1301	613	688	391	429	156	198
	%	%	%	%	%	%	%
A lot	19	21	18	17	16	30	21
Some	41	37	44	38	45	37	44
None	35	36	34	41	35	24	30
Don't know	5	6	5	4	4	9	5

Changes in Extra-Curricular Activities

Teachers today are evenly split over the issue of parental involvement in changes to extra-curricular activities, with half (52%) believing parents should be actively consulted and the other half (47%) believing they should just be kept informed. A decade ago, teachers were also equally divided over this issue, with 51% saying they should be actively consulted and 48% saying they should just be kept informed. Teachers' opinions on this issue did not differ across urban, suburban and rural schools in 1987, and they still do not today.

A closer look at various subgroups of today's secondary school teachers, reveals that no one group feels differently about this issue; no statistical differences by subgroup, i.e., race, sex, teaching experience, etc., exist. (Table 3.15)

Students are not as evenly split on this issue as teachers are. Three out of four students feel that parents should have at least some say in decisions regarding extra-curricular activities; one in four (27%) feels that they should have a lot of say, and half (49%) feel that they should have some say. One in five (19%) feels that they should have no say in decisions of this type. Similar to the teacher findings, very little differentiation by subgroup exits. Responses vary slightly, though significantly, by school level. Students in grades seven or eight are more likely to believe that parents should have a lot of say in such matters than high school students (32% vs. 24%). (Table and Figure 3.16)

Table 3.15
Teachers' Opinions on Parental Involvement in Changes in Extra-Curricular Activities
(Trend)

Q20B: When it comes to changes in extra-curricular activities, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Actively consulted	52	51	55	53	50	46	49	50	55	55
Just kept informed	47	48	44	46	49	53	49	49	44	44
Not be involved at all	1	1	1	1	1	-	1	1	1	1
Don't know	*	*	-	-	*	1	*	-	-	-

Table 3.16
Students' Opinions on the Say Parents Should Have on Extra-Curricular Activities

QB8.3: How much of a say should parents have in decisions your school makes in the following areas: Extra-curricular activities offered?

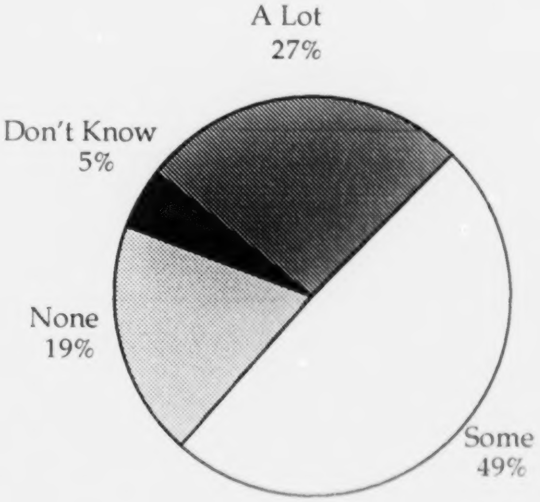
Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1294	554	740
	%	%	%
A lot	27	32	24
Some	49	45	51
None	19	16	21
Don't know	5	6	5

Figure 3.16
Students' Opinions on the Say Parents Should Have on Extra-Curricular Activities

QB8.3: How much of a say should parents have in decisions your school makes in the following areas: Extra-curricular activities offered?

Base: All students



Changes in Discipline Policy

Teacher perceptions of the role parents should play in determining changes in discipline policy have slightly changed, though not significantly, over the past ten years. Today three in five (61%) teachers believe that parents should be actively consulted about changes in the discipline policy, and two in five (38%) believe that they should just be kept informed. This has changed slightly from 1987 when 56% of secondary teachers felt that parents should be actively consulted and 43% felt that they need only be informed. (Table 3.17)

Current opinions on this issue differ by teacher race. Minority teachers (74%) are the most likely to believe that parents need to be actively consulted about disciplinary policy changes, and white teachers (40%) are the most likely to believe that parents need just be kept informed. Although only bordering on statistical significance, it is interesting to note that perceptions on this issue also vary by estimated median community income and years of teaching experience. Teachers working in communities with the lowest median community income are more likely than those in communities with the highest median community income (68% vs. 54%) to favor actively consulting parents about such changes. Teachers with less than ten years teaching experience are more likely to favor active consultation than those with ten or more years experience (67% vs. 59%). (Tables and Figures 3.18 to 3.20)

Similar to teachers, the majority of students feel that parents should be involved in disciplinary decisions made by schools; two in five (38%) feel they should have a lot of say, and one in three (36%) feels that they should have some say. One in five students (20%) feels parents should not have a say in this matter. Although all students, regardless of race, feel that parents should have at least some say in decisions regarding discipline policy, African American students (49%) are most likely to believe that parents should have a lot of say, and white students (39%) are the most likely to believe that they should have some say. When race and sex are looked at together, it becomes clear that minority girls are the most in favor of giving parents a lot of say in such decisions, with half (51%) of minority girls holding this opinion. (Tables and Figures 3.21 and 3.22)

Table 3.17
Teachers' Opinions on Parental Involvement in Changes in Discipline Policy (Trend)

Q20D: When it comes to changes in the discipline policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Actively consulted	61	56	63	67	59	51	63	55	56	55
Just kept informed	38	43	36	33	39	47	36	43	43	44
Not be involved at all	1	1	1	-	1	1	1	1	*	1

Table 3.18
Teachers' Opinions on Parental Involvement in Changes in Discipline Policy

Q20D: When it comes to changes in the discipline policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Actively consulted	61	61	60	58	74
Just kept informed	38	37	39	40	25
Not be involved at all	1	2	*	1	1

Figure 3.18
Teachers' Opinions on Parental Involvement in Changes in Discipline Policy

Q20D: When it comes to changes in the discipline policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

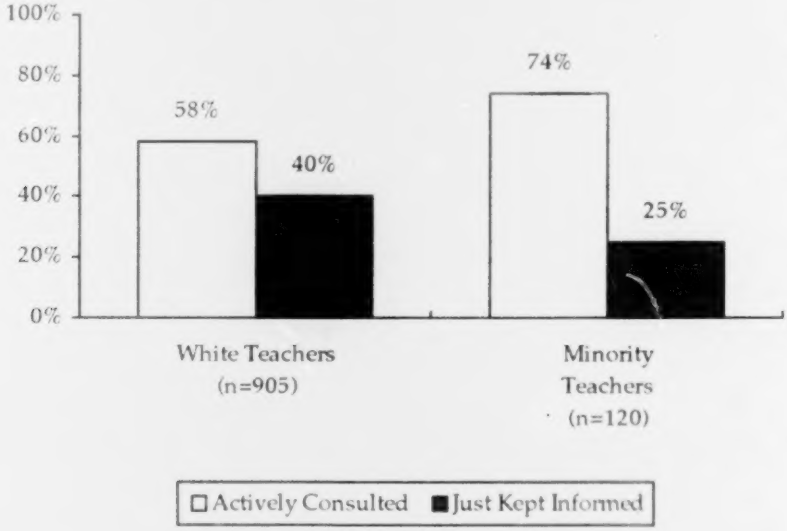


Table 3.19
Teachers' Opinions on Parental Involvement in Changes in Discipline Policy

Q20D: When it comes to changes in the discipline policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Actively consulted	61	68	61	61	54
Just kept informed	38	31	38	38	45
Not be involved at all	1	1	1	1	1

Table 3.20
Teachers' Opinions on Parental Involvement in Changes in Discipline Policy

Q20D: When it comes to changes in the discipline policy, do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Actively consulted	61	67	59	64	59
Just kept informed	38	32	40	35	40
Not be involved at all	1	1	1	1	1

Table 3.21
Students' Opinions on the Say Parents Should Have on Discipline

QB8.4: How much of a say should parents have in decisions your school makes in the following areas: How to discipline students who misbehave?

Base: All students

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1300	820	167	187
	%	%	%	%
A lot	38	34	49	45
Some	36	39	30	29
None	20	22	16	20
Don't know	6	5	6	6

Figure 3.21
Students' Opinions on the Say Parents Should Have on Discipline

QB8.4: How much of a say should parents have in decisions your school makes in the following areas: How to discipline students who misbehave?

Base: All students

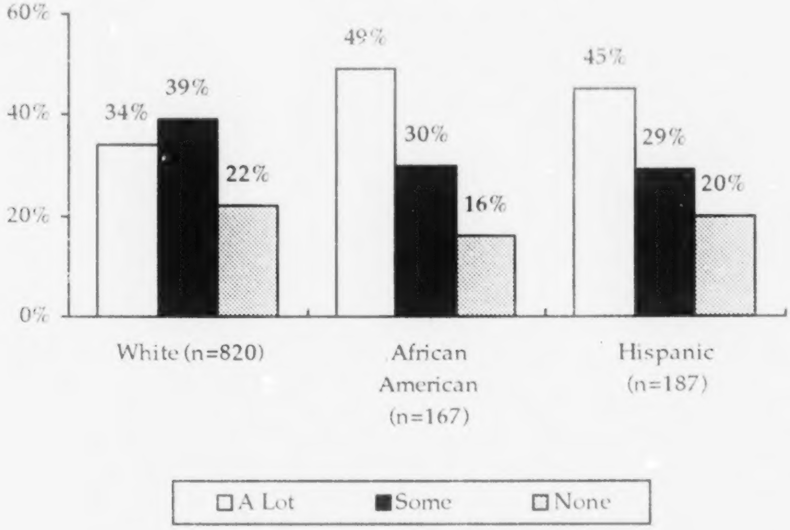


Table 3.22
Students' Opinions on the Say Parents Should Have on Discipline

QB8.4: How much of a say should parents have in decisions your school makes in the following areas: How to discipline students who misbehave?

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1300	613	687	391	429	156	198
	%	%	%	%	%	%	%
A lot	38	38	38	36	33	43	51
Some	36	35	37	37	42	34	26
None	20	22	19	23	20	17	18
Don't know	6	6	6	4	5	6	5

Changes in Grading Policy

In addition to the school policies listed above, students were also surveyed on the issue of parental involvement in decisions affecting grading policy. One in four (26%) students feels that parents should have a lot of say in changes made to the way grades are given, and two in five (41%) feel that they should have some say. One in four (27%) students feels that parents should not have a say in school decisions on grading policies. Students' opinions on this issue do not significantly vary by subgroup. (Table and Figure 3.23)

In summary, more teachers believe that parents should be actively consulted about changes in discipline policy than any other policy change, and the majority of teachers feel that parents need only be kept informed of changes in subjects taught and homework policy. Students rank order the degree to which parents should have a voice in shaping school policy changes in the same order as teachers. More students feel that parents should have a lot of say in decisions involving disciplinary actions than any other policy change, and similar to teachers, fewer students feel that parents should have a lot of say in decisions regarding homework assignments. (Tables 3.24 and 3.25)

Table 3.23
Students' Opinions on the Say Parents Should Have on Grading

QB8.5: How much of a say should parents have in decisions your school makes in the following areas: Changes made to the way grades are given?

Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1301	613	688	391	429	156	198
	%	%	%	%	%	%	%
A lot	26	27	24	28	22	24	32
Some	41	38	44	36	46	45	38
None	27	29	26	31	28	21	25
Don't know	6	7	6	5	4	10	5

Figure 3.23
Students' Opinions on the Say Parents Should Have on Grading

QB8.5: How much of a say should parents have in decisions your school makes in the following areas: Changes made to the way grades are given?

Base: All students

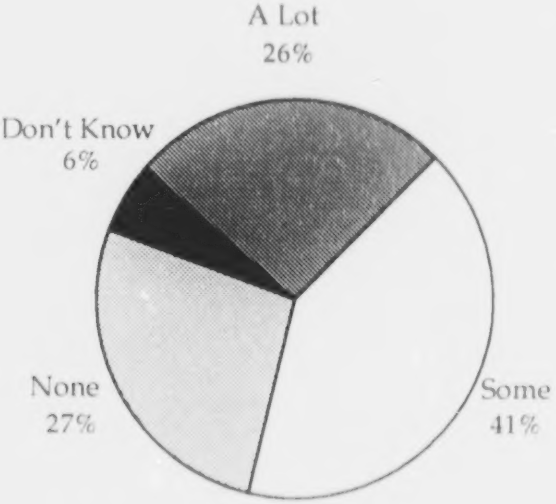


Table 3.24
Teachers' Opinions on Parental Involvement in Policy Changes (Summary)

Q20: When it comes to (READ EACH ITEM) do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

Base: All teachers

		Actively Consulted	Just Kept Informed	Not Involved At All	Don't Know/ Refused
Changes in the discipline policy	%	61	38	1	*
Changes in extra-curricular activities	%	52	47	1	*
Changes in what subjects are taught	%	44	53	2	*
Changes in homework policy	%	43	55	2	*

Table 3.25
Students' Opinions on the Say Parents Have on School Policies (Summary)

QB8: How much of a say should parents have in decisions your school makes in the following areas:

Base: All students

		A Lot	Some	None	Don't Know
How to discipline students who misbehave	%	38	36	20	6
Extra-curricular activities offered	%	27	49	19	5
The subjects you are taught	%	26	53	17	4
Changes made to the way grades are given	%	26	41	27	6
Homework assignments - - how much and how often	%	19	41	35	5

Teachers were asked to evaluate a series of methods that might be used to further parent involvement with schools and then to rank how valuable they perceived each method to be. They were also asked about three items that, if implemented, might possibly improve education. They were asked to evaluate just how helpful each of these three items might be.

Parents as Promoters and Fund Raisers

Teachers today place more value on involving parents as promoters and fund raisers for schools than they did ten years ago. Today two out of three (65%) teachers believe that such parental involvement would be very valuable, whereas a decade ago just over half (55%) of all secondary school teachers felt this way. Overall, an overwhelming majority of teachers believe that parents acting as promoters and fund raisers for schools would be either very (65%) or somewhat (30%) valuable. A similar majority shared this view a decade ago, but their opinions varied from those of today by perceived degree of value (55% very valuable, 36% somewhat valuable). (Table 4.1 and Figure 4.2)

A closer look at today's teachers reveals that the degree of value placed on involving parents as promoters and fund raisers differs by sex and years of experience. Although all teachers realize the value of such involvement, female teachers are more likely than their male counterparts to believe that it would be a very valuable (69% vs. 60%). Teachers with less than ten years of teaching experience are much more apt to see the value of such parental roles than those who have worked for ten years or longer. Seven in ten (73%) less-experienced teachers believe that such involvement would be very valuable, whereas only six in ten (63%) teachers with more teaching experience share this view. (Tables and Figures 4.3 and 4.4)

Table 4.1
Ways That Parents Might Be Involved With Schools (Trend)

Q10: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all.

Base: All teachers

		Very Valuable		Somewhat Valuable		Not Too Valuable		Not Valuable At All	
		1997	1987	1997	1987	1997	1987	1997	1987
1997 Base: 1035 1987 Base: 552									
Having parents do volunteer work to help out at the school	%	70	59	28	34	2	5	*	1
Providing parents with information and materials to support or reinforce what is being taught at school	%	69	65	27	29	4	6	*	1
Involving parents as promoters and fund raisers for your school	%	65	55	30	36	3	6	1	3
Involving parents on a management team to determine school policies	%	42	25	44	52	9	16	4	7
Placing parents on committees that decide the curriculum of the school	%	25	19	49	45	18	26	8	10

Figure 4.2
Involving Parents as Promoters and Fund Raisers

Q10A: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents as promoters and fund raisers for your school.

Base: All teachers

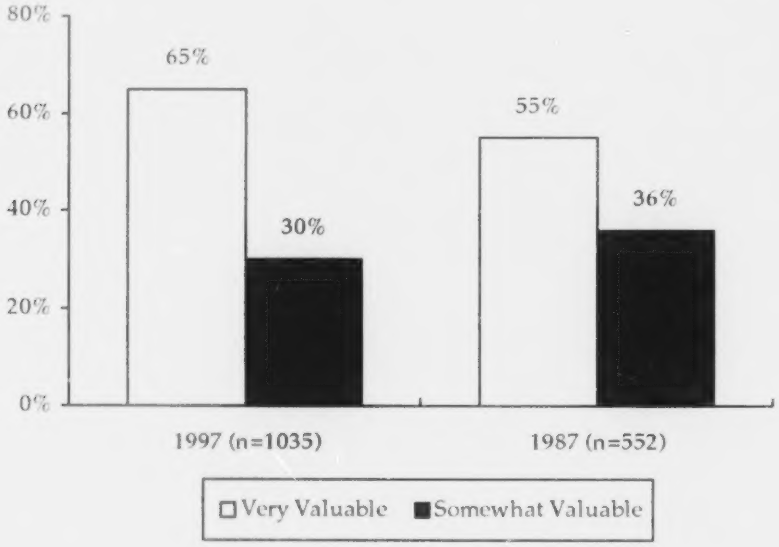


Table 4.3
Involving Parents as Promoters and Fund Raisers

Q10A: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents as promoters and fund raisers for your school.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035 %	435 %	600 %	905 %	120 %
Valuable	96	94	97	96	95
Very valuable	65	60	69	65	66
Somewhat valuable	30	35	27	31	28
Not valuable	4	5	3	4	5
Not too valuable	3	4	3	3	5
Not valuable at all	1	1	*	1	-
Don't know	*	*	-	*	1

Table 4.4
Involving Parents as Promoters and Fund Raisers

Q10A: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents as promoters and fund raisers for your school.

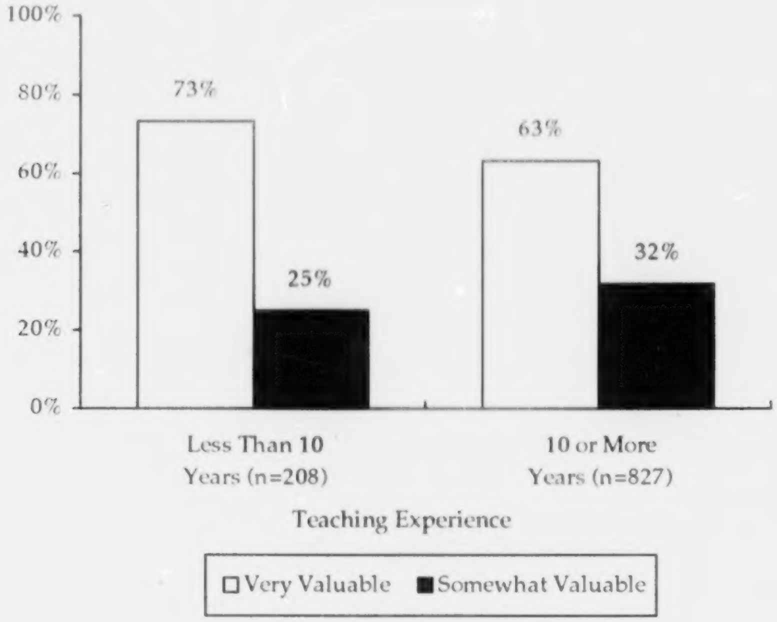
Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Valuable	96	98	95	97	95
Very valuable	65	73	63	69	63
Somewhat valuable	30	25	32	28	32
Not valuable	4	1	5	3	4
Not too valuable	3	1	4	3	4
Not valuable at all	1	-	1	*	1

Figure 4.4
Involving Parents as Promoters and Fund Raisers

Q10A: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents as promoters and fund raisers for your school.

Base: All teachers



Parents as Members of a School-Policy Management Team

The passage of a decade has done much to change teachers' notions of the value of involving parents on a management team to determine school policies. Teachers today are much more open to the notion that including parents on such a team could be valuable to the school; nearly nine in ten teachers feel that involving parents in such a way would be either very (42%) or somewhat (44%) valuable. A decade ago teachers were much less convinced of the value that such a parent comprised team could offer. Only one in four (25%) teachers felt that such a team would be very valuable, and half (52%) felt that it would be somewhat valuable. (Table 4.1 and Figure 4.5)

Female teachers more than male teachers (46% vs. 38%, respectively) are inclined to believe that involving parents on a management team to determine school policy would be very valuable. More than half (55%) of all minority teachers believe that such parental involvement would be very valuable to the school, while only two in five (40%) white teachers share this view. (Table and Figure 4.6)

Teachers from the South are the most likely to believe that such parental involvement would be very valuable to schools, with half (49%) of these teachers holding this view. Teachers working in the East are the least likely to believe that such a team comprised partially of parents would be very valuable to the school, with only one in three (33%) of these teachers assigning such value. Estimated median community income also seems to influence how much value teachers would place on involving parents on a management team to determine school policies. Teachers working in communities that fall into the lowest income bracket are the most likely to believe that such a team would be very valuable, and teachers working in communities on the other end of the spectrum are the least likely to believe that such a management team would be very valuable (52% vs. 33%, respectively). (Tables 4.7 and 4.8)

Figure 4.5
Involving Parents on a Management Team to Determine School Policies

Q10B: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents on a management team to determine school policies.

Base: All teachers

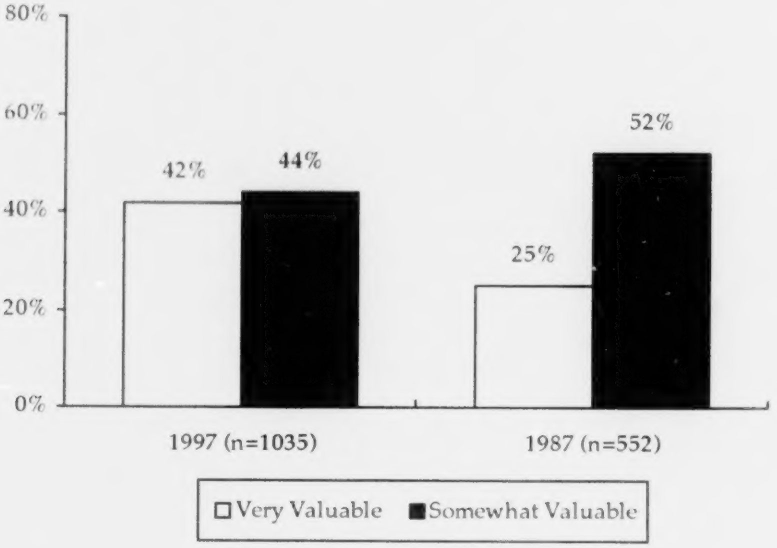


Table 4.6
Involving Parents on a Management Team to Determine School Policies

Q10B: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents on a management team to determine school policies.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
Valuable	87	85	88	86	92
Very valuable	42	38	46	40	55
Somewhat valuable	44	47	42	46	37
Not valuable	13	15	12	14	7
Not too valuable	9	9	9	9	6
Not valuable at all	4	6	3	5	1
Don't know	*	-	*	-	1
Refused	*	-	*	-	1

Figure 4.6
Involving Parents on a Management Team to Determine School Policies

Q10B: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents on a management team to determine school policies.

Base: All teachers

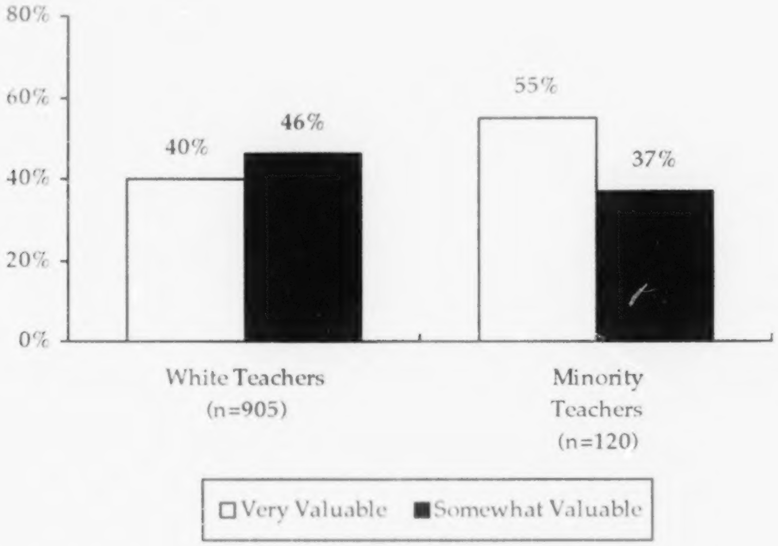


Figure 4.7

Involving Parents on a Management Team to Determine School Policies

Q10B: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents on a management team to determine school policies.

Base: All teachers

		Region			
	Total	East	Midwest	South	West
Base:	1035	235	267	347	186
	%	%	%	%	%
Valuable	87	82	84	90	89
Very valuable	42	33	40	49	45
Somewhat valuable	44	49	44	42	44
Not valuable	13	18	16	10	10
Not too valuable	9	11	11	6	8
Not valuable at all	4	6	5	4	1
Don't know	*	-	-	-	1
Refused	*	-	-	-	1

Figure 4.8
Involving Parents on a Management Team to Determine School Policies

Q10B: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Involving parents on a management team to determine school policies.

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Valuable	87	88	89	83	82
Very valuable	42	52	46	35	33
Somewhat valuable	44	36	43	48	49
Not valuable	13	10	11	17	18
Not too valuable	9	7	7	13	11
Not valuable at all	4	3	4	4	7
Don't know	*	1	-	-	-
Refused	*	1	-	-	-

Information and Materials to Support/Reinforce Schooling

Over the course of a decade, opinions regarding the value of providing parents with information and materials to support or reinforce what is being taught at school have changed little. Ten years ago, the vast majority of teachers believed such school-provided resources to be valuable, with two in three (65%) believing that such information for parents would be very valuable and three in ten (30%) believing it to be somewhat valuable. Today a similar proportion of teachers share these views; seven out of ten (69%) believe that school-provided materials to be used as a reinforcement tool in the home would be very valuable, and one in four (27%) believe that they would be somewhat valuable. (Table 4.1)

Current teacher opinions on the usefulness of this type of school service to parents vary little by subgroup analysis. One significant variation does, however, stand out. Minority teachers and white teachers alike agree that such a resource for parents would be valuable, but their opinions are quite different as to the degree of value. More than four out of five (84%) minority teachers believe that providing parents with information and materials to support or reinforce what is being taught at school would be very valuable. Only two out of three (67%) white teachers are of this same opinion. (Table and Figure 4.9)

Table 4.9
Providing Parents With Information to Support What Is Taught at School

Q10C: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Providing parents with information and materials to support or reinforce what is being taught at school.

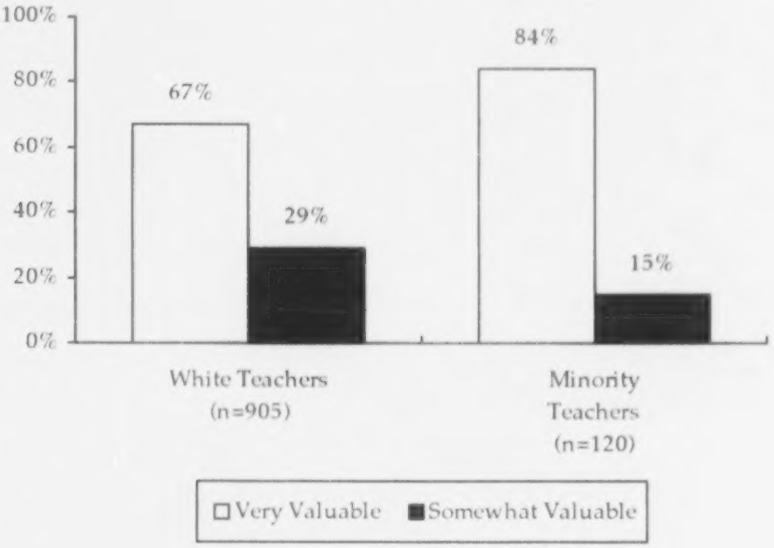
Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Valuable	96	96	97	96	99
Very valuable	69	67	71	67	84
Somewhat valuable	27	29	26	29	15
Not valuable	4	4	3	4	1
Not too valuable	4	4	3	4	1
Not valuable at all	*	*	*	*	-

Figure 4.9
Providing Parents With Information to Support What Is Taught at School

Q10C: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Providing parents with information and materials to support or reinforce what is being taught at school.

Base: All teachers



Parents on Committees to Determine School Curriculum

Of all of the proposed methods for involving parents with schools, the idea of placing parents on committees that decide the curriculum of the school was deemed the least valuable ten years ago and continues to hold this position today. A decade ago, only one in five (19%) teachers thought that parental involvement on such committees would be very valuable, and 45% thought that it would be somewhat valuable. The proportion of teachers to perceive value in such a plan has slightly increased from 1987. Today, one in four (25%) teachers believes that this would be very valuable, and half (49%) believe that it would somewhat valuable. (Table 4.1)

Teachers' opinions of the value of placing parents on committees that decide the curriculum of schools only vary by two subgroups: race and geographic region. When teacher race is taken into consideration, it appears that minority teachers place a higher value than white teachers on having parents on such committees. Nearly two in five (38%) minority teachers believe that such involvement would be very valuable, whereas only one in four (23%) white teachers shares this view. Teachers working in the South have differing opinions from those held by teachers working in the East. More Southern teachers see the value of parent participation in curriculum decisions than teachers working in the East; three in ten (30%) Southern teachers believe it would be very valuable, but fewer than one in five (17%) Eastern teachers believes this to be true. (Tables and Figures 4.10 and 4.11)

Table 4.10
Placing Parents on Committees That Decide the Curriculum of the School

Q10D: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Placing parents on committees that decide the curriculum of the school.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Valuable	73	72	74	72	80
Very valuable	25	23	26	23	38
Somewhat valuable	49	50	48	49	42
Not valuable	26	28	25	27	18
Not too valuable	18	19	17	18	14
Not valuable at all	8	9	8	9	4
Don't know	*	-	*	-	2
Refused	*	-	1	*	-

Figure 4.10
Placing Parents on Committees That Decide the Curriculum of the School

Q10D: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Placing parents on committees that decide the curriculum of the school.

Base: All teachers

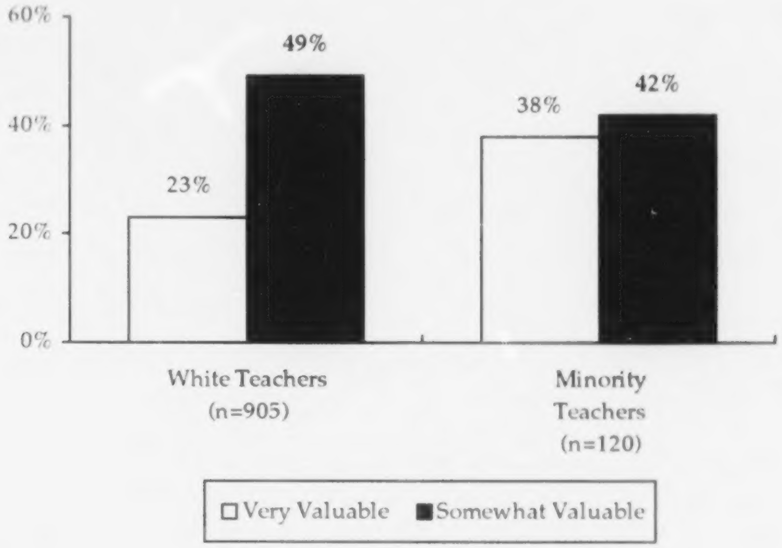


Table 4.11

Placing Parents on Committees That Decide the Curriculum of the School

Q10D: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Placing parents on committees that decide the curriculum of the school.

Base: All teachers

		Region			
	Total	East	Midwest	South	West
Base:	1035	235	267	347	186
	%	%	%	%	%
Valuable	73	67	73	79	73
Very valuable	25	17	25	30	25
Somewhat valuable	49	50	48	49	48
Not valuable	26	33	27	21	25
Not too valuable	18	22	19	14	16
Not valuable at all	8	11	8	7	8
Don't know	*	-	-	-	1
Refused	*	*	-	*	1

Parents Doing Volunteer Work at the School

Ten years ago, most teachers believed that it would be valuable to have parents do volunteer work to help out at schools. Three in five (59%) believed that such volunteer work would be very valuable, and one in three (34%) believed that it would be somewhat valuable. Today teachers are nearly unanimous in the belief that such volunteerism would be at least somewhat valuable to the school, and they are even more likely to believe that it would be very valuable. Seven in ten (70%) secondary teachers believe that it would be very valuable and nearly three in ten (28%) believe that this would be somewhat valuable. (Table 4.1 and Figure 4.12)

Female teachers are more inclined than their male counterparts (75% vs. 64%) to believe that having parents do volunteer work to help out at the school would be very valuable. The opinions of individuals with less than ten years of teaching experience closely resemble those of female teachers. Three out of four (78%) teachers with less than ten years of experience believe that such volunteerism on the part of parents would be very valuable, whereas only two in three (68%) teachers with ten or more years of experience share this belief. Lastly, teachers working in middle schools or junior high schools are more likely than teachers working in high schools (77% vs. 66%) to believe that such volunteer work would be very valuable. (Tables and Figures 4.13 and 4.14)

Figure 4.12
Having Parents Do Volunteer Work to Help Out at School

Q10E: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Having parents do volunteer work to help out at the school.

Base: All teachers

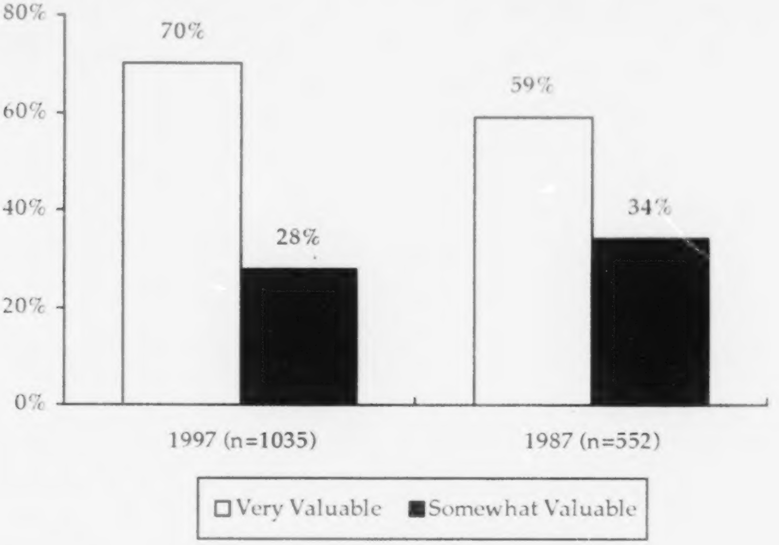


Table 4.13
Having Parents Do Volunteer Work to Help Out at School

Q10E: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Having parents do volunteer work to help out at the school.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Valuable	98	98	98	98	99
Very valuable	70	64	75	69	77
Somewhat valuable	28	34	23	28	22
Not valuable	2	2	2	2	1
Not too valuable	2	2	1	2	1
Not valuable at all	*	*	*	1	-

Figure 4.13
Having Parents Do Volunteer Work to Help Out at School

Q10E: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Having parents do volunteer work to help out at the school.

Base: All teachers

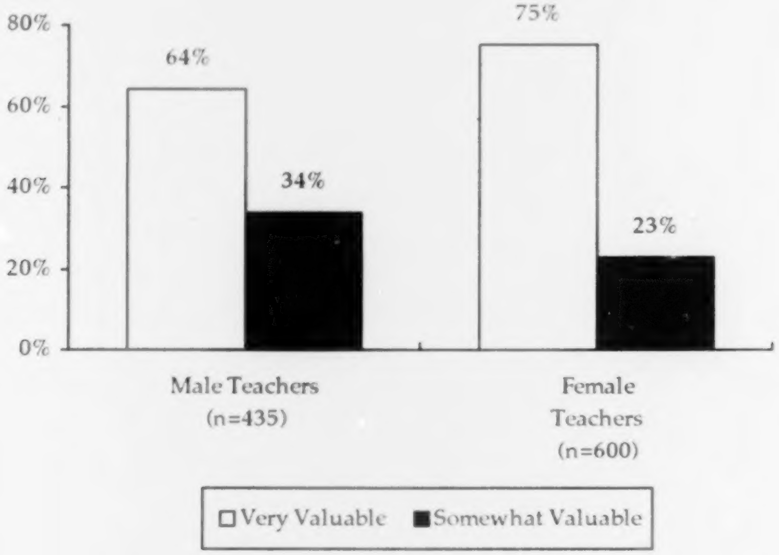


Table 4.14
Having Parents Do Volunteer Work to Help Out at School

Q10E: Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all. Having parents do volunteer work to help out at the school.

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Valuable	98	99	98	99	97
Very valuable	70	78	68	77	66
Somewhat valuable	28	21	30	22	31
Not valuable	2	1	2	1	3
Not too valuable	2	-	2	*	2
Not valuable at all	*	1	*	*	1

Time at Home in Support of School and Teachers

Teachers, nearly unanimously, agree that having parents spend much more time with their children at home in support of school and teachers would help improve education. Nine out of ten (91%) feel that this sort of time at home would help a lot to improve education, and one in ten (9%) feels that this would help some. Today teachers are more optimistic about the usefulness of time at home in support of school and teachers than they were ten years ago. In 1987, nearly all teachers thought that this would help to improve education, but only four in five (82%) felt that it would help a lot and one in five (17%) felt that it would help some. (Table 4.15 and Figure 4.16)

Teachers today, regardless of demographic profiles, are equally convinced of the usefulness of such parental support of schools at home. No subgroup differences emerge.

Table 4.15
Things That Might Possibly Improve Education (Trend)

Q35. Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education.

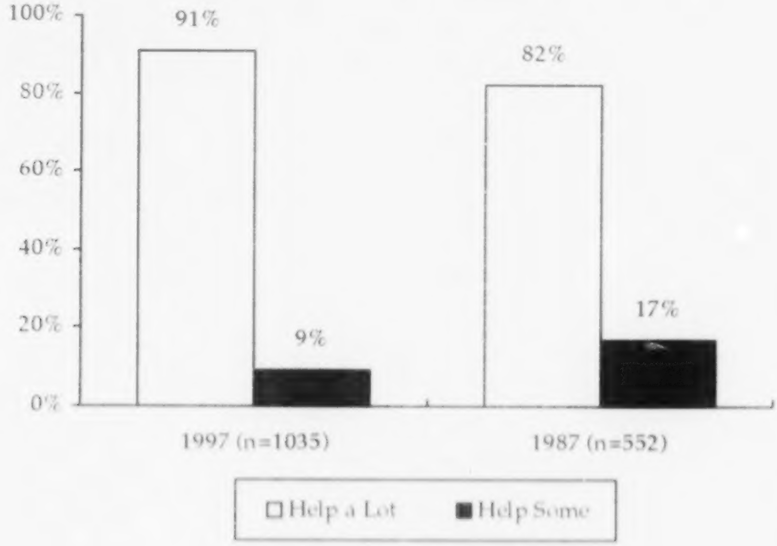
Base: All teachers

		Help A Lot		Help Some		Not Help Much		Not Help At All	
		1997	1987	1997	1987	1997	1987	1997	1987
1997 Base: 1035 1987 Base: 552									
Having parents spend much more time with their children at home in support of school and teachers	%	91	82	9	17	1	1	-	-
Getting teachers and parents to meet together and talk about school policies	%	49	49	45	42	5	6	1	2
Having the school give more guidance to teachers about how to involve parents better in the future	%	36	38	53	49	9	12	2	1

Figure 4.16
Parental Time at Home in Support of School and Teachers

Q35A: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Having parents spend much more time with their children at home in support of school and teachers.

Base: All teachers



Parent-Teacher Conversations About School Policies

Teachers today share nearly identical views with teachers from a decade ago regarding the helpfulness of getting teachers and parents to meet together and talk about school policies. In 1987, half (49%) of the teachers felt that this type of dialogue would help a lot to improve education, and two in five (42%) felt that it would help some. Today an equal proportion of teachers (49%) feel that this type of parent-teacher meetings would help a lot, and 45% feel that this would help some. (Table 4.15)

Teachers working in suburban schools (41%) are the least likely to believe that such discussions would help a lot, while teachers working in urban schools (56%) are the most likely to believe that they would help a lot. Three out of five (63%) teachers working in communities with estimated median incomes less than or equal to $15,000 believe that such parent-teacher conversations would help a lot to improve education, while only two in five (40%) teachers working in communities with an estimated median income greater than $30,000 share this belief. (Tables and Figures 4.17 and 4.18)

Female teachers are more likely to believe that this type of dialogue would help a lot (52% female, 44% male) to improve education, while male teachers are more likely to believe that it would help some (42% female, 50% male). A more dramatic difference exists when teacher race is looked at. Minority teachers are much more convinced of the helpfulness of such conversations than their white counterparts. Seven in ten (70%) minority teachers believe that this would help a lot, while only 45% of white teachers concur. (Table and Figure 4.19)

Table 4.17
Parent-Teacher Meetings to Talk About School Policies (Trend)

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Help	94	92	96	93	93	88	95	95	93	90
Help a lot	49	49	56	52	41	48	49	45	49	54
Help some	45	42	40	41	52	40	46	50	43	37
Not help	6	8	4	9	7	11	5	5	7	10
Not help much	5	6	3	6	6	6	4	5	6	9
Not help at all	1	2	1	2	1	5	1	1	1	-
Don't know	*	*	*	-	*	1	-	-	-	-

Figure 4.17
Parent-Teacher Meetings to Talk About School Policies

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

Base: All teachers

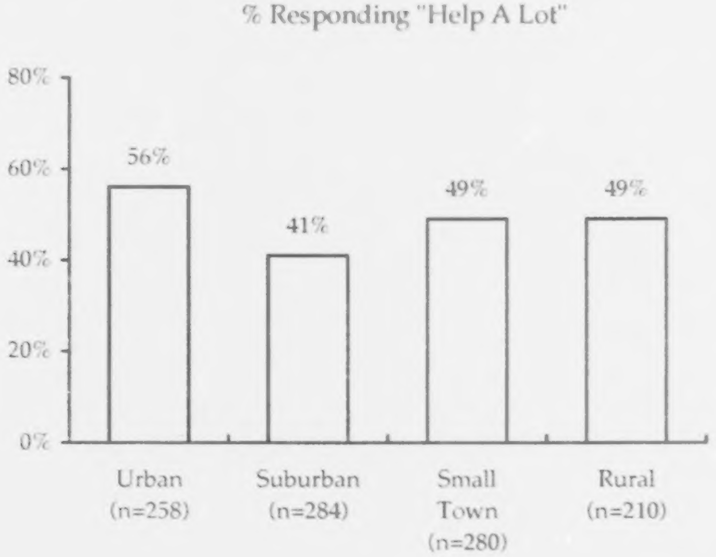


Table 4.18
Parent-Teacher Meetings to Talk About School Policies

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Help	94	97	95	93	92
Help a lot	49	63	52	40	40
Help some	45	34	43	53	52
Not help	6	2	5	7	8
Not help much	5	2	4	6	8
Not help at all	1	-	1	1	-
Don't know	*	1	*	-	-

Figure 4.18
Parent-Teacher Meetings to Talk About School Policies

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

Base: All teachers

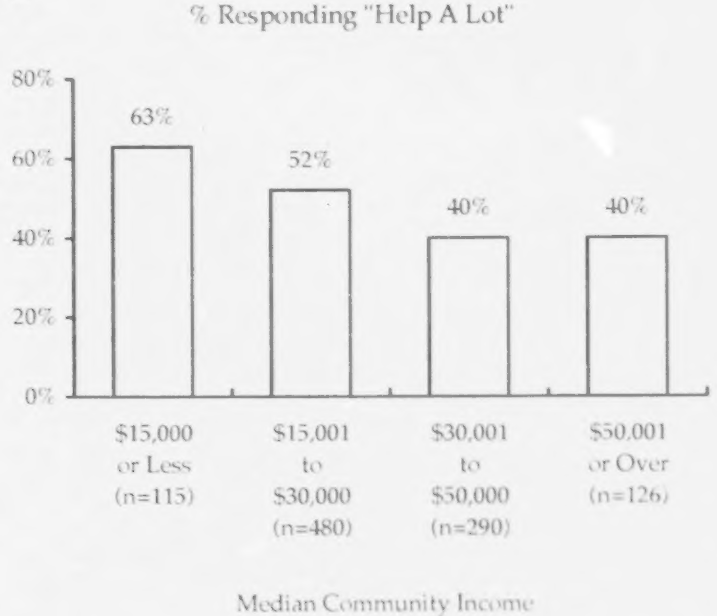


Table 4.19
Parent-Teacher Meetings to Talk About School Policies

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

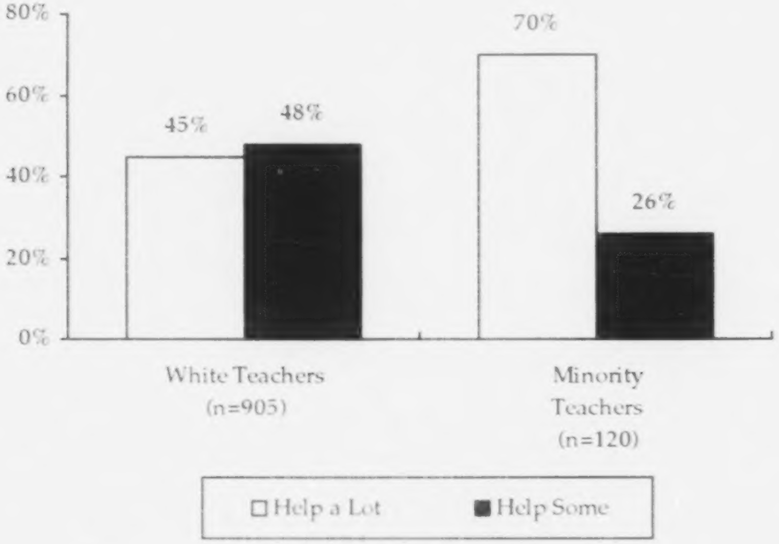
Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Help	94	94	94	94	96
Help a lot	49	44	52	45	70
Help some	45	50	42	48	26
Not help	6	6	5	6	3
Not help much	5	5	5	5	3
Not help at all	1	1	1	1	-
Don't know	*	-	*	*	1

Figure 4.19
Parent-Teacher Meetings to Talk About School Policies

Q35B: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Getting teachers and parents to meet together and talk about school policies.

Base: All teachers



Guidance to Teachers on Better Involving Parents

Teachers today are as similarly divided over the helpfulness of schools giving more guidance to teachers about how to involve parents better in the future as they were a decade ago. In 1987, two in five (38%) teachers felt that such school-provided guidance would help a lot to improve education, and half (49%) felt that this would help some. Today, one in three (36%) secondary teachers believes that this would help a lot, and half (53%) believe that this would help some. (Table 4.15)

More minority teachers than white teachers (46% vs. 34%) believe that school-provided guidance to teachers on better involving parents would help a lot to improve education. Nearly half (47%) of all teachers working in communities with the lowest median community incomes feel that this type of guidance to teachers would help a lot, whereas only three in ten (30%) teachers working in communities with median incomes greater than $30,000 share this belief. (Tables and Figures 4.20 and 4.21)

Table 4.20
School-Provided Guidance to Teachers on Better Involving Parents

Q35C: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Having the school give more guidance to teachers about how to involve parents better in the future.

Base: All teachers

		Sex		Race	
	Total	Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Help	89	88	89	88	92
Help a lot	36	32	38	34	46
Help some	53	56	51	55	45
Not help	11	12	11	12	8
Not help much	9	9	8	9	5
Not help at all	2	3	2	2	2
Don't know	*	-	*	-	1

Figure 4.20

School-Provided Guidance to Teachers on Better Involving Parents

Q35C: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Having the school give more guidance to teachers about how to involve parents better in the future.

Base: All teachers

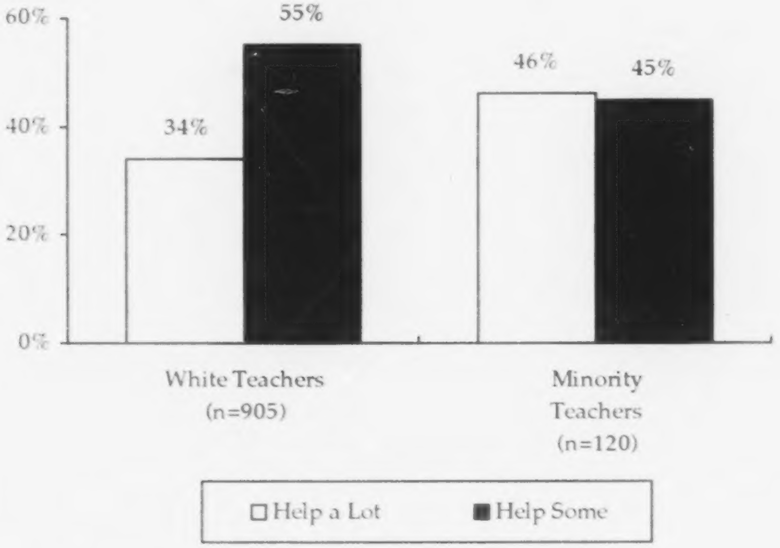


Table 4.21
School-Provided Guidance to Teachers on Better Involving Parents

Q35C: Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education. Having the school give more guidance to teachers about how to involve parents better in the future.

Base: All teachers

		Median Income of Community Where Most Students Live		
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 or Over
Base:	1035	115	480	416
	%	%	%	%
Help	89	91	88	89
Help a lot	36	47	37	30
Help some	53	44	51	58
Not help	11	8	12	11
Not help much	9	7	9	9
Not help at all	2	1	3	2
Don't know	*	1	-	-

Next teachers and students were asked to reflect upon some commonly made criticisms of parents and to give an estimate of how many parents they felt the criticisms applied to.

Parents Take Too Little Interest in Their Children's Education

When asked about the number of parents they perceive to take too little interest in their children's education, teacher responses almost exactly mirrored those given in 1987. A decade ago, the majority of teachers felt that either most (14%) or many (41%) parents took too little interest in their children's education, and two in five (38%) felt that only some parents did this. Today 15% of secondary school teachers feel that this criticism pertains to most parents, two in five (39%) feel that it pertains to many parents, and another two-fifths (42%) feel that it pertains to some parents. It is interesting to note that today a smaller proportion of teachers working in urban schools think that most or many parents are guilty of this than ten years ago (61% vs. 73%). (Table 5.1)

Although the number of urban teachers who believe this criticism applies to a large number of parents has decreased, urban teachers are still more likely than others to believe this is a valid criticism for at least many parents, with the majority believing that this holds true for most (17%) or many (43%) parents. Teachers working in suburban schools are the least likely to believe that this is a valid generalization. The majority of these teachers believe that only some (51%) or hardly any (7%) parents take too little interest in their children's education. Teacher perceptions on this issue also vary by estimated median community income. Teachers working in communities with lower median incomes are the most likely to believe that this criticism applies to parents in general; seven in ten teachers believe this criticism to be true of many (48%) or most (21%) parents. Only two in five teachers working in communities with median community incomes greater than $50,000 believe that many (32%) or most (5%) parents take too little interest in the education of their children. (Tables and Figures 5.1 and 5.2)

Students were also asked to assess the validity of this criticism. The majority (67%) of students feel that some parents take too little interest in their children's education. One in ten (11%) feels that this is true of most parents, and 15% feel that this is true of hardly any parents. Girls are more critical of parents than boys. One in five (18%) boys feel that hardly any parents take such little interest, while only one in ten (11%) girls feels this way. Three out of four (74%) girls versus three out of five (61%) boys feel that some parents are guilty of this. (Table and Figure 5.3)

Table 5.1
Teachers' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education (Trend)

Q30A: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think take too little interest in their children's education - - most, many, some, or hardly any?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Most/Many	54	56	61	73	41	41	57	55	56	60
Most	15	14	17	19	8	12	16	15	18	13
Many	39	41	43	53	33	30	41	39	38	47
Some/Hardly Any	46	44	38	28	59	58	43	45	44	40
Some	42	38	33	24	51	52	40	39	43	34
Hardly any	4	6	5	4	7	6	3	6	1	7
Don't know	*	*	2	-	-	1	-	-	-	-

Table 5.2
Teachers' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education

Q30A: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think take too little interest in their children's education - - most, many, some, or hardly any?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Most/Many	54	69	60	43	37
Most	15	21	19	9	5
Many	39	48	41	34	32
Some/Hardly Any	46	30	39	57	63
Some	42	26	37	52	52
Hardly any	4	4	2	5	11
Don't know	*	1	*	*	-

Figure 5.2
Teachers' Views on the Number of Parents Who Take
Too Little Interest in Their Children's Education

Q30A: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think take too little interest in their children's education - - most, many, some, or hardly any?

Base: All teachers

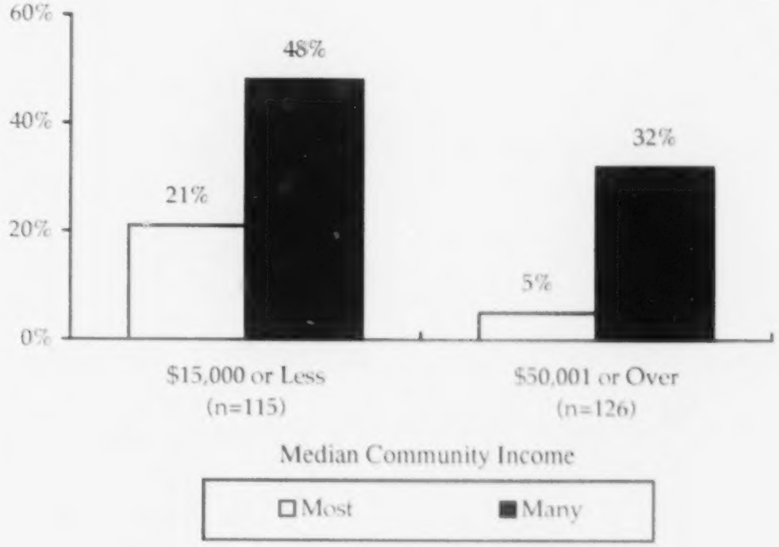


Table 5.3
Students' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education

QB4.1: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They take too little interest in their children's education.

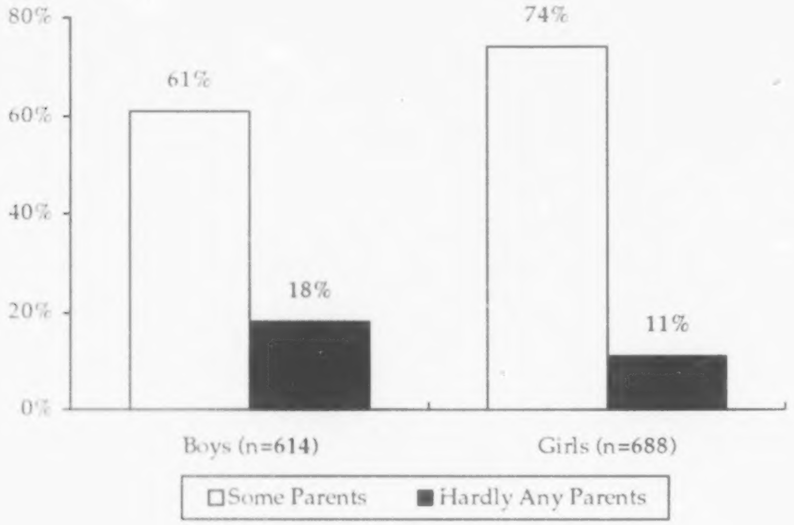
Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1302	614	688	391	428	157	199
	%	%	%	%	%	%	%
Most parents	11	12	10	9	10	17	11
Some parents	67	61	74	64	75	56	74
Hardly any parents	15	18	11	18	10	17	10
Don't know	7	9	5	9	5	10	5

Figure 5.3
Students' Views on the Number of Parents Who Take Too Little Interest in Their Children's Education

QB4.1: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They take too little interest in their children's education.

Base: All students



Parents Fail to Motivate Their Children to Learn

Teachers today are evenly split over the notion that parents fail to motivate their children so that they want to learn in school, whereas a decade ago a slight majority perceived this to be accurate. Today, half of the secondary teachers feel that most (14%) or many (36%) parents fail in this regard, and the other half feel that only some (45%) or hardly any (5%) parents do. In 1987, three in five teachers felt that this criticism was true of most (16%) or many (41%) parents, and two in five felt that this was true of some (39%) or hardly any (2%) parents. Over the past decade, the perceptions of teachers working in urban schools have changed the most. Today only half of these teachers feel that most (18%) or many (35%) parents fail to motivate their children to want to learn, whereas a decade ago, two in three believed this to be true of many (46%) or most (22%). (Table 5.4)

A closer look at current teachers reveals quite a dramatic difference of opinions among teachers in lower income and higher income communities. Teachers working in the poorest communities are much more likely than those working in higher income communities to believe that many (28% vs. 6%) or most (32% vs. 25%) parents fail to motivate their children so that they want to learn. (Table and Figure 5.5)

Students' thoughts on this criticism are relatively similar to those of teachers. One in five (17%) students feels that most parents fail to motivate their children so that they want to learn, half (52%) feel that this is true of some parents, and another one in five (19%) feels that this is true of hardly any parents. Hispanic students are more likely than others to believe that hardly any parents fail to motivate their children in this way (29% Hispanic vs. 17% white and 17% African American). It is also noteworthy to mention that students in urban schools are more likely than those in suburban and rural schools (21% vs. 14% and 15%, respectively) to believe that this criticism is true of most parents. (Tables and Figures 5.6 and 5.7)

Table 5.4
Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn (Trend)

Q30B: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think fail to motivate their children so that they want to learn in school - - most, many, some, or hardly any?

Base: All teachers

	Total		Size of Place							
			Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Most/Many	50	58	53	67	43	50	54	60	51	55
Most	14	16	18	22	7	13	15	14	18	18
Many	36	41	35	46	35	37	39	46	33	37
Some/Hardly Any	50	42	46	32	57	49	46	40	49	45
Some	45	39	41	28	51	48	42	36	45	43
Hardly any	5	2	5	3	6	1	5	4	4	2
Don't know	*	1	1	1	*	1	-	-	-	-

Table 5.5
Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn

Q30B: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think fail to motivate their children so that they want to learn in school - - most, many, some, or hardly any?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Most/Many	50	60	56	44	31
Most	14	28	17	9	6
Many	36	32	39	35	25
Some/Hardly Any	50	39	44	56	68
Some	45	32	41	51	57
Hardly any	5	7	3	4	11
Don't know	*	1	-	*	1

Figure 5.5
Teachers' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn

Q30B: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think fail to motivate their children so that they want to learn in school - - most, many, some, or hardly any?

Base: All teachers

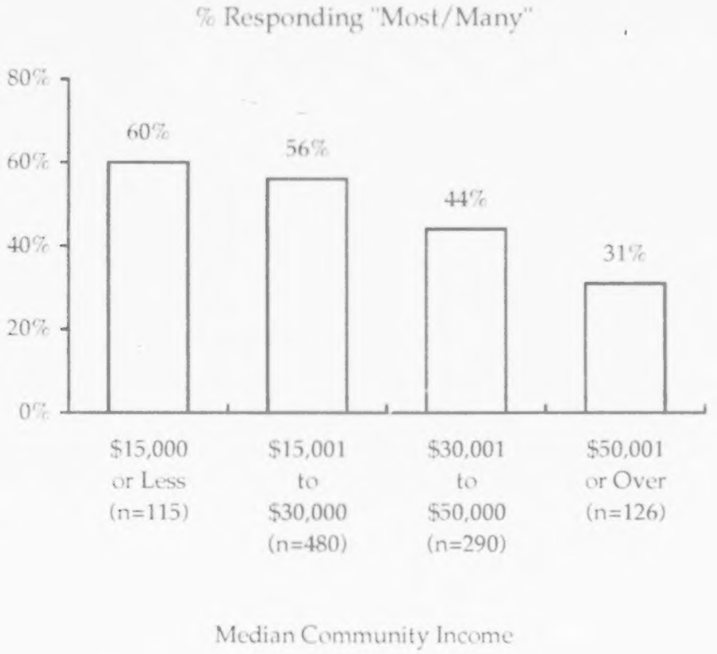


Table 5.6
Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn

QB4.3: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to motivate their children so that they want to learn in school.

Base: All students

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1298	816	167	188
	%	%	%	%
Most parents	17	16	21	16
Some parents	52	57	45	42
Hardly any parents	19	17	17	29
Don't know	12	10	17	13

Figure 5.6
Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn

QB4.3: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to motivate their children so that they want to learn in school.

Base: All students

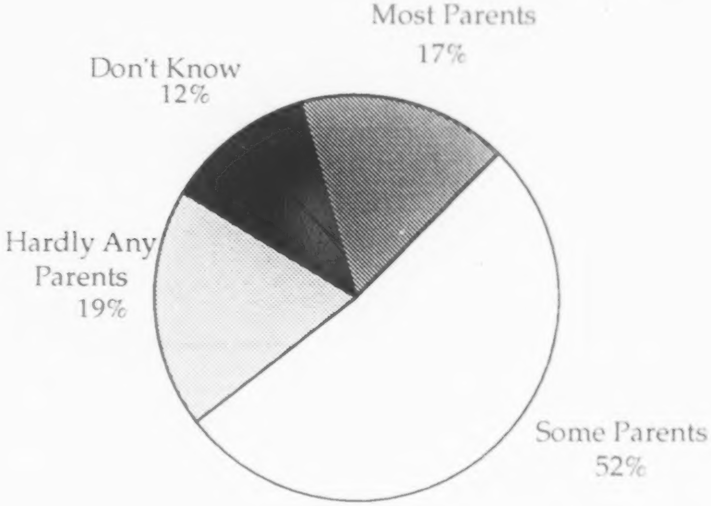


Table 5.7
Students' Views on the Number of Parents Who Fail to Motivate Their Children to Want to Learn

QB4.3: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to motivate their children so that they want to learn in school.

Base: All students

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	1298	562	408	328
	%	%	%	%
Most parents	17	21	14	15
Some parents	52	48	57	52
Hardly any parents	19	18	20	18
Don't know	12	13	9	14

Parents Fail to Discipline Their Children

There has been no apparent shift in teacher beliefs about the number of parents who fail to discipline their children. In 1987, one in six (16%) felt that most parents failed in this respect, two in five (38%) felt that many did, and another two in five (42%) felt that some did. Today, almost the exact same proportions of teachers share these sentiments; 14% feel that most parents fail to discipline their children, two in five (42%) feel that many fail to do so, and another two-fifths (40%) feel that some do. (Figure 5.8)

Teachers working in small towns (63%) are more likely than others to believe that most or many parents fail to discipline their children, and those working in suburban schools (44%) are the least likely to believe this of parents in general. The majority of teachers working in suburban schools believe this criticism only applies to some (53%) or hardly any (3%) parents. Teachers working in communities with estimated median incomes over $50,000 are more likely than teachers in lower-income communities to limit the scope of such a criticism to some (55%) or hardly any (3%) parents. Those working in communities with estimated median community incomes less than or equal to $15,000 are the most likely to believe that this criticism is valid, with two in three believing that most (23%) or many (44%) parents fail in this respect. The only other variable that opinions appear to vary by is teaching experience. Two out of three (64%) teachers with less than ten years' teaching experience compared to half (53%) of those with ten or more years of experience believe that this criticism applies to most or many parents. (Tables and Figures 5.8 to 5.10)

Students are less inclined than teachers to apply this criticism to a broad range of parents. One in five (19%) students believes that hardly any parents fail to discipline their children, just over half (55%) believe that some parents fail at this, and 16% feel that most parents fail to do this. Student perceptions do not significantly vary by subgroup. (Figure 5.11)

Table 5.8

Teachers' Views on the Number of Parents Who Fail to Discipline Their Children (Trend)

Q30C: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think: Fail to discipline their children - - most, many, some, or hardly any?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Most/Many	56	54	57	65	44	47	63	53	61	55
Most	14	16	18	17	10	14	14	18	14	17
Many	42	38	39	47	35	33	49	36	47	38
Some/Hardly Any	43	46	41	37	56	52	36	46	39	45
Some	40	42	37	34	53	50	35	41	35	41
Hardly any	3	4	4	2	3	3	1	5	4	4
Don't know	1	*	2	-	-	1	1	-	*	-

Table 5.9
Teachers' Views on the Number of Parents Who Fail to Discipline Their Children

Q30C: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think: Fail to discipline their children - - most, many, some, or hardly any?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Most/Many	56	68	59	52	42
Most	14	23	16	9	8
Many	42	44	43	43	34
Some/Hardly Any	43	31	41	47	58
Some	40	25	39	43	55
Hardly any	3	6	2	4	3
Don't know	1	2	1	1	-

Figure 5.9

Teachers' Views on the Number of Parents Who Fail to Discipline Their Children

Q30C: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think: Fail to discipline their children - - most, many, some, or hardly any?

Base: All teachers

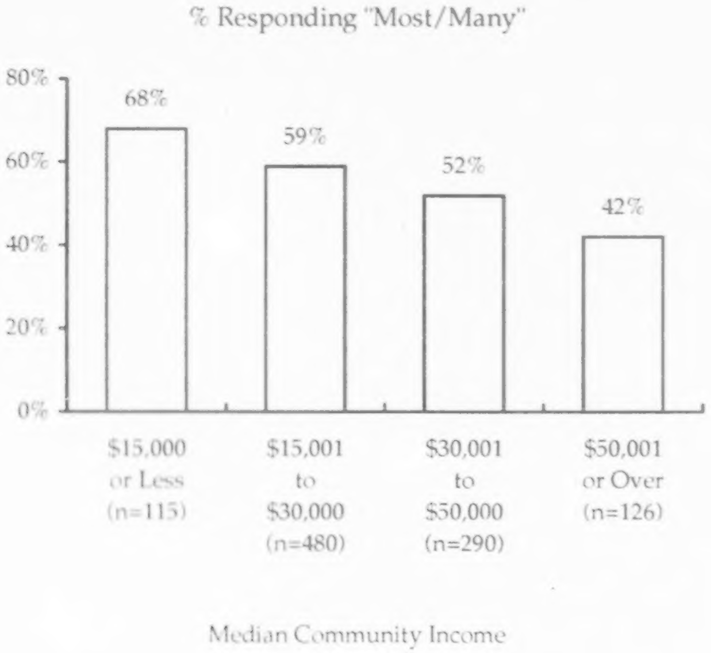


Table 5.10

Teachers' Views on the Number of Parents Who Fail to Discipline Their Children

Q30C: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think: Fail to discipline their children - - most, many, some, or hardly any?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Most/Many	56	64	53	56	56
Most	14	17	13	12	15
Many	42	47	40	44	41
Some/Hardly Any	43	35	46	43	43
Some	40	32	43	38	42
Hardly any	3	3	3	5	2
Don't know	1	1	1	1	1

Figure 5.10

Teachers' Views on the Number of Parents Who Fail to Discipline Their Children

Q30C: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think: Fail to discipline their children - - most, many, some, or hardly any?

Base: All teachers

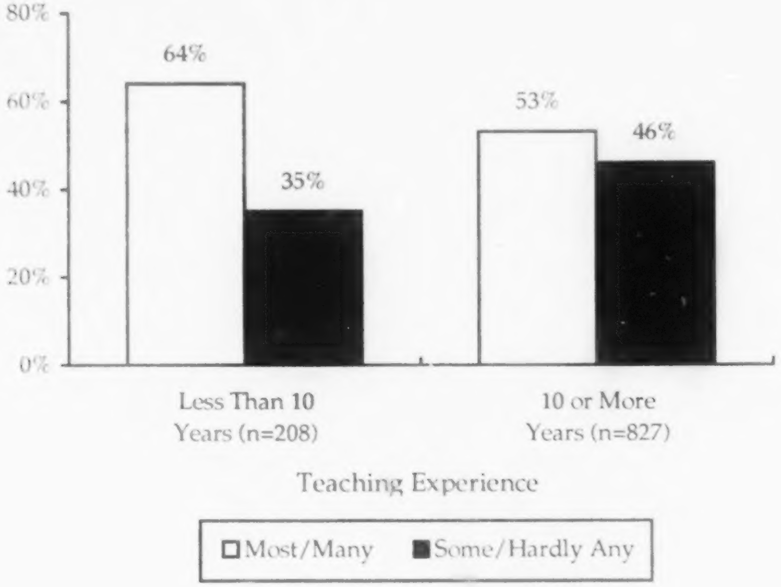
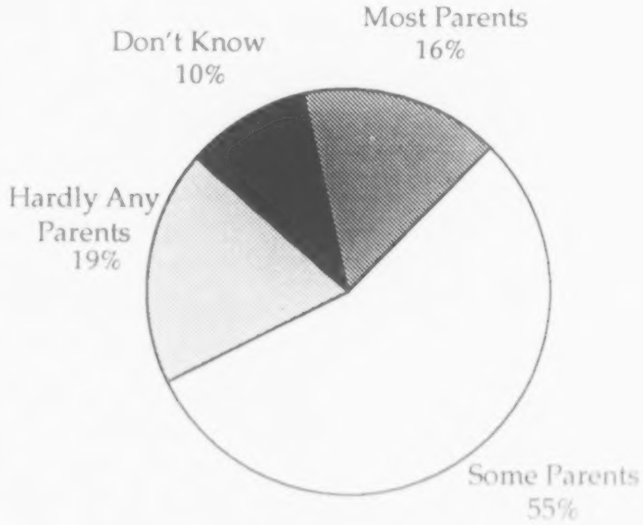


Figure 5.11
Students' Views on the Number of Parents Who Fail to Discipline Their Children

QB4.4: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to discipline their children.

Base: All students



Parents Neglect to See That Children's Homework Gets Done

Slightly more teachers believe that large numbers of parents neglect to see that children's homework gets done today than they did ten years ago. In 1987, one in five (20%) teachers felt that most parents neglected to see that homework got completed, two in five (41%) felt that many parents neglected this, and one in three (34%) felt that some parents did. Today, nearly one in four (23%) teachers feels this criticism applies to most parents, 45% feel it applies to many parents, and three in ten (30%) feel it applies to some. The most notable change in opinion occurred among teachers working in rural schools. Ten years ago, half (53%) of the rural teachers felt that most or many parents neglected this task, but today two in three (68%) feel this way. (Table 5.12)

Seven in ten (71%) teachers working in communities with median incomes less than or equal to $15,000 feel that most or many parents neglect to see that their children's homework gets completed. Only half (53%) of those teachers working in communities with median incomes greater than $50,000 share these sentiments. Teacher perceptions also vary by type of school; those working in high schools are more likely than those working in middle schools or junior highs to feel that most (25% vs. 18%) parents neglect to do this. (Tables and Figures 5.13 and 5.14)

Students are not as willing as teachers to apply this criticism to such a large number of parents. Only one in four (24%) students feels that most parents neglect to see that their children's homework gets done. Half (51%) of the students believe that this criticism applies to some parents, and 14% believe that it applies to hardly any parents. Very little differentiation in student responses exists by subgroup. (Figure 5.15)

Table 5.12
Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done (Trend)

Q30D: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think neglect to see that their children's homework gets done - - most, many, some, or hardly any?

Base: All teachers

			Size of Place							
	Total		Urban		Suburban		Small Town		Rural	
	1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
Base:	1035	552	258	104	284	150	280	166	210	131
	%	%	%	%	%	%	%	%	%	%
Most/Many	68	61	70	71	62	61	70	61	68	53
Most	23	20	25	28	19	17	24	18	21	20
Many	45	41	45	43	43	43	46	44	48	34
Some/Hardly Any	32	38	29	29	37	39	30	39	32	46
Some	30	34	24	24	35	35	29	32	29	44
Hardly any	2	4	5	5	2	3	1	7	2	2
Don't know	*	1	1	1	1	1	-	-	-	1

Table 5.13
Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done

Q30D: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think neglect to see that their children's homework gets done - - most, many, some, or hardly any?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Most/Many	68	71	71	66	53
Most	23	28	26	19	15
Many	45	44	46	48	38
Some/Hardly Any	32	29	29	33	47
Some	30	25	26	31	42
Hardly any	2	4	2	2	5
Don't know	*	-	*	1	-

Figure 5.13
Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done

Q30D: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think neglect to see that their children's homework gets done - - most, many, some, or hardly any?

Base: All teachers

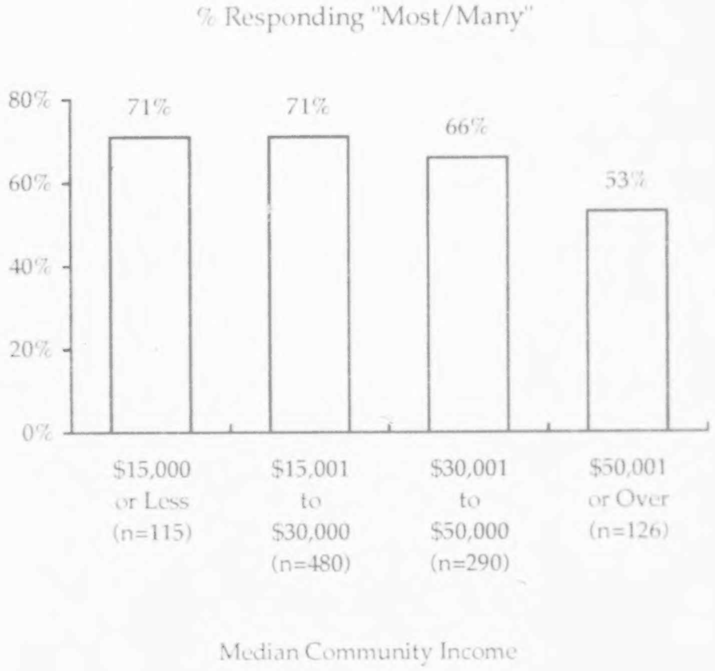


Table 5.14
Teachers' Views on the Number of Parents Who Neglect to See That Homework Gets Done

Q30D: Let me ask about some criticisms that are sometimes made of parents. How many parents do you think neglect to see that their children's homework gets done - - most, many, some, or hardly any?

Base: All teachers

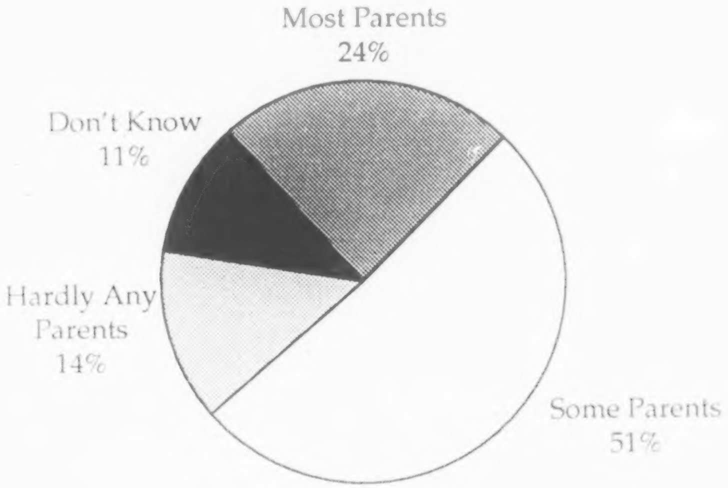
		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Most/Many	68	74	66	63	71
Most	23	26	22	18	25
Many	45	48	44	45	45
Some/Hardly Any	32	26	34	37	29
Some	30	23	31	34	26
Hardly any	2	2	2	3	2

Figure 5.15

Students' Views on the Number of Parents Who Neglect to See That Homework Gets Done

QB4.8: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They neglect to see that their children's homework gets done.

Base: All students



Students were asked to give their opinions on four other commonly made criticisms of parents that were not asked of teachers.

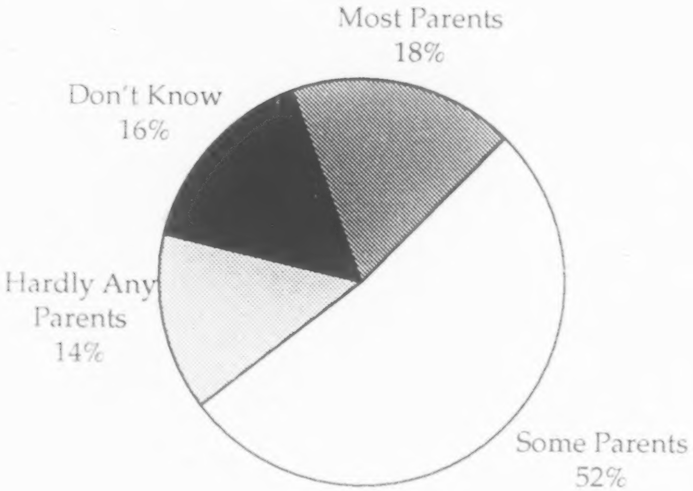
Parents Leave Their Children Alone Too Much After School

One in five (18%) students feels that most parents leave their children home alone too much after school. Half (52%) of all students believe that some parents leave their children alone too much, and 14% believe that hardly any parents do this. (Figure 5.16)

Figure 5.16
Students' Views on the Number of Parents Who Leave Their Children Alone Too Much

QB4.2: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They leave their children alone too much after school.

Base: All students



Parents Set Too High an Academic Standard

The academic standard set by parents for children was also evaluated. One in four (24%) students feels that hardly any parents set too high or too strict an academic standard for their children to meet. Sixteen percent of the students feel that most parents set too high a standard, and half (51%) feel that some parents do this. Seventh and eighth graders are more inclined than high school students (28% vs. 21%) to believe that hardly any parents set too high an academic standard. (Table and Figure 5.17)

Table 5.17

Students' Views on the Number of Parents Who Set Too High an Academic Standard

QB4.5: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They set too high or too strict an academic standard for their children to meet.

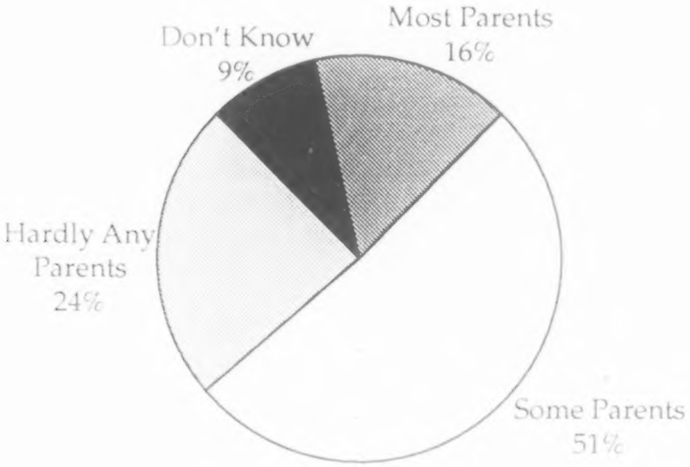
Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1301	557	744
	%	%	%
Most parents	16	17	16
Some parents	51	44	55
Hardly any parents	24	28	21
Don't know	9	10	8

Figure 5.17
Students' Views on the Number of Parents Who Set Too High an Academic Standard

QB4.5: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They set too high or too strict an academic standard for their children to meet.

Base: All students



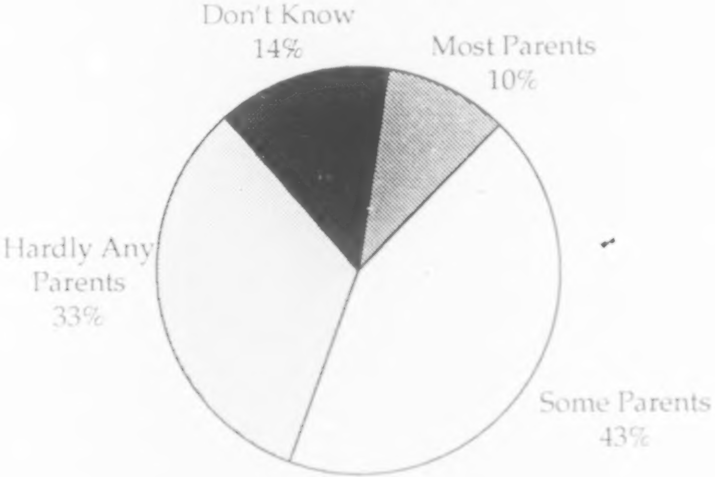
Parents Set Too Low an Academic Standard

Students are even more likely to disagree with the notion that parents set too low an academic standard for their children. One in three (33%) students believes that hardly any parents are guilty of this. Two in five (43%) feel that some parents set too low a standard, and one in ten (10%) feels that most parents do this. (Figure 5.18)

Figure 5.18
Students' Views on the Number of Parents Who Set Too Low an Academic Standard

QB4.5: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They set too low an academic standard for their children to meet.

Base: All students



Parents Fail to Show Respect for Teachers

The plurality of students (46%) feel that hardly any parents fail to show respect for teachers. One in three (35%) feels that this criticism is true of some parents, and fewer than one in ten (7%) feels that it is true of most parents. Half (52%) of all students in seventh and eighth grades think that hardly any parents fail to show respect for teachers. Fewer high school students share this belief; only two in five (42%) feel that hardly any parents fail to do this. (Table and Figure 5.19)

Table 5.19
Students' Views on the Number of Parents Who Fail to Show Respect for Teachers

QB4.7: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to show respect for teachers.

Base: All students

		School Level	
	Total	Grades 7-8	Grades 9-12
Base:	1300	556	744
	%	%	%
Most parents	7	5	7
Some parents	35	31	36
Hardly any parents	46	52	42
Don't know	13	12	14

Figure 5.19

Students' Views on the Number of Parents Who Fail to Show Respect for Teachers

QB4.7: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents? They fail to show respect for teachers.

Base: All students

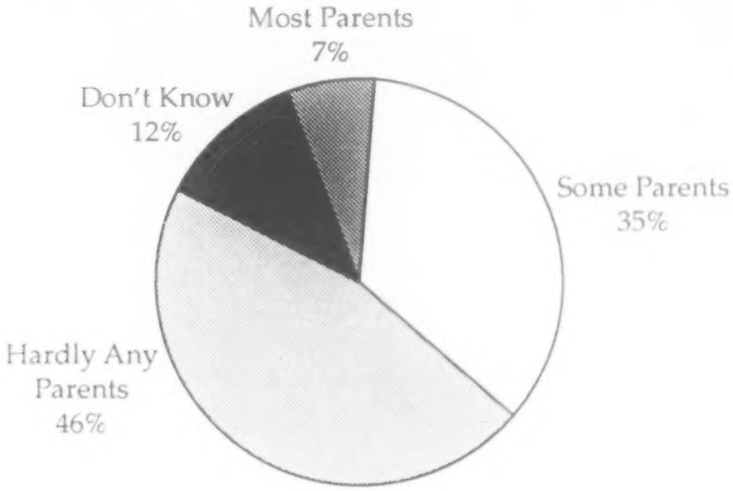


Table 5.20

Criticisms That Are Sometimes Made of Parents - - Teacher Perceptions (Summary)

Q30. Let me ask about some criticisms that are sometimes made of parents. How many parents do you think (READ EACH ITEM) - - most, many, some, or hardly any?

Base: All teachers

		Most Parents		Many Parents		Some Parents		Hardly Any Parents		Don't Know	
		1997	1987	1997	1987	1997	1987	1997	1987	1997	1987
1997 Base: 1035 1987 Base: 552											
Neglect to see that their children's homework gets done	%	23	20	45	41	30	34	2	4	*	1
Fail to discipline their children	%	14	16	42	38	40	42	3	4	1	*
Take too little interest in their children's education	%	15	14	39	41	42	38	4	6	*	*
Fail to motivate their children so that they want to learn in school	%	14	16	36	41	45	39	5	2	*	1

Table 5.21
Criticisms That Are Sometimes Made of Parents - - Student Perceptions

QB4: Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some, or hardly any parents?

Base: All students

		Most Parents	Some Parents	Hardly Any Parents	Don't Know
They neglect to see that their children's homework gets done.	%	24	51	14	11
They leave their children alone too much after school.	%	18	52	14	15
They fail to motivate their children so that they want to learn in school.	%	17	52	19	12
They fail to discipline their children.	%	16	55	19	10
They set too high or too strict an academic standard for their children to meet.	%	16	51	24	9
They take too little interest in their children's education.	%	11	67	15	7
They set too low an academic standard for their children.	%	10	43	33	14
They fail to show respect for teachers.	%	7	35	46	13

Teachers were surveyed on what types of information their schools have provided parents with to help facilitate at-home parental involvement in education. Their perceptions on the main obstacle facing students when doing schoolwork at home were also ascertained.

Information on How to Help With Homework Assignments

Two out of three (66%) secondary school teachers report that their schools have provided parents with information on how to help their children with homework assignments. Three in ten (29%) schools have not provided parents with such information. Inner city schools are just as likely as suburban schools (70% vs. 73%) to have provided parents with guidance on helping with homework. Rural schools (59%) are the least likely to have provided parents with this type of information. One in three (35%) schools in communities with an estimated median income less than or equal to $30,000 compared to one in five (22%) schools in communities with an estimated median income greater than $30,000 has not provided parents with information on how to help with their children's homework assignments. Teachers working in middle schools or junior high schools are more likely than those working in high schools (76% vs. 59%) to report that their schools have provided this sort of information to parents. (Tables and Figures 6.1 to 6.3)

Table 6.1
School-Provided Information for Parents on How to Help With Homework

Q100A: Has your school provided parents with information on how to: Help their children with homework assignments, or not?

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Has provided	66	70	66	73	63	59
Has not provided	29	27	27	23	33	37
Don't know	5	3	7	5	5	5

Table 6.2
School-Provided Information for Parents on How to Help With Homework

Q100A: Has your school provided parents with information on how to: Help their children with homework assignments, or not?

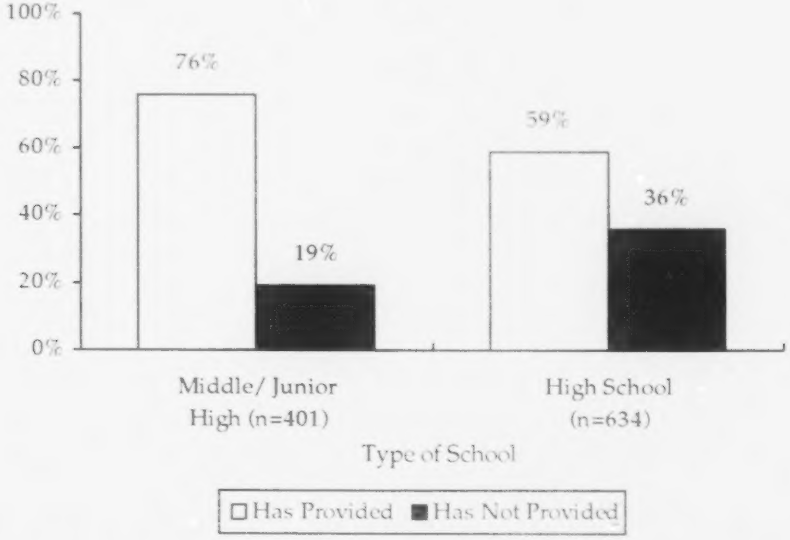
Base: All teachers

		Median Income of Community Where Most Students Live	
	Total	$30,000 or Less	$30,000 or Over
Base:	1035	595	416
	%	%	%
Has provided	66	61	72
Has not provided	29	35	22
Don't know	5	4	6

Figure 6.3
School-Provided Information for Parents on How to Help With Homework

Q100A: Has your school provided parents with information on how to: Help their children with homework assignments, or not?

Base: All teachers



Information on How to Communicate High Expectations

Three in five (58%) teachers report that their schools have provided parents with information on how to communicate high expectations to their children, and a third (35%) report that their schools have not done this. Schools in communities with estimated median incomes greater than $50,000 are the most likely to report that such information has been provided to parents. Teachers working in middle schools or junior high schools are more likely than those working in high schools (65% vs. 54%) to report that their schools have provided parents with information on how to better communicate high expectations to their children. (Tables 6.4 and 6.5)

Table 6.4
School-Provided Information to Parents on How to Communicate High Expectations

Q100B: Has your school provided parents with information on how to: Communicate high expectations to their child, or not?

Base: All teachers

		Median Income of Community Where Most Students Live			
	Total	$15,000 or Less	$15,001 to $30,000	$30,001 to $50,000	$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Has provided	58	58	54	60	70
Has not provided	35	36	41	30	23
Don't know	7	5	6	10	8

Table 6.5
School-Provided Information to Parents on How to Communicate High Expectations

Q100B: Has your school provided parents with information on how to: Communicate high expectations to their child, or not?

Base: All teachers

		Teaching Experience		Type of School	
	Total	Less Than 10 Years	10 or More Years	Middle/ Junior High	High School
Base:	1035	208	827	401	634
	%	%	%	%	%
Has provided	58	54	60	65	54
Has not provided	35	40	33	28	39
Don't know	7	6	7	6	7

Information on How to Motivate Children

Just over half (55%) of all secondary school teachers report that their schools have provided parents with information on how to motivate their children. A significant minority of teachers (38%) report that their schools have not provided this type of information to parents. Schools located in communities with median estimated incomes less than or equal to $30,000 are more likely than those in communities with median estimated incomes greater than $30,000 (43% vs. 32%) not to have provided parents with this information. Teachers working in middle schools or junior highs are much more likely than those working in high schools (65% vs. 48%) to report that their schools have provided parents with information on how to motivate their children. (Table 6.6 and Figure 6.7)

Table 6.6
School-Provided Information to Parents on How to Motivate Children

Q100C: Has your school provided parents with information on how to: Motivate their child, or not?

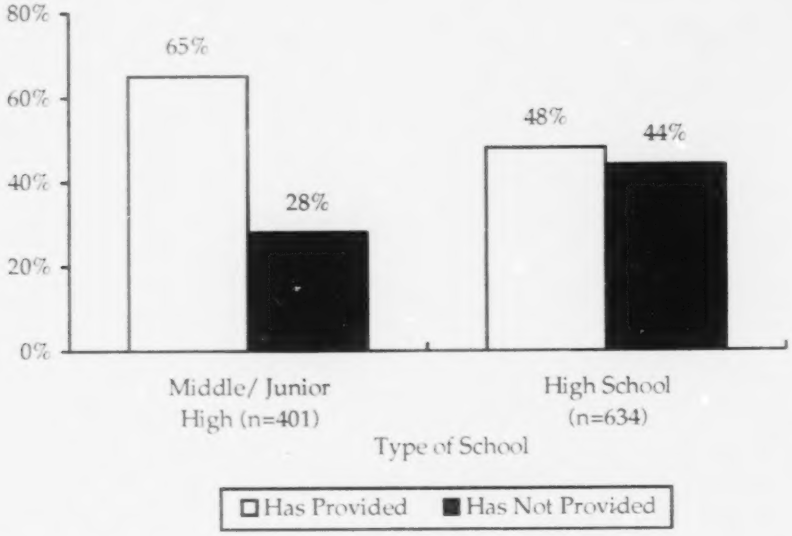
Base: All teachers

		Median Income of Community Where Most Students Live	
	Total	$30,000 or Less	$30,001 or Over
Base:	1035	595	416
	%	%	%
Has provided	55	51	59
Has not provided	38	43	32
Don't know	7	6	9

Figure 6.7
School-Provided Information to Parents on How to Motivate Children

Q100C: Has your school provided parents with information on how to: Motivate their child, or not?

Base: All teachers



Information on How to Help Children Develop Good Study Habits

Most (71%) teachers report that their schools have provided parents with information on how to help their children develop good study habits, and one-quarter report that their schools have not provided parents with this type of information. Schools located in communities with median estimated incomes greater than $30,000 are more likely than those in communities with median estimated incomes less than or equal to $30,000 (78% vs. 67%) to have provided information of this sort. Four out of five (82%) middle school or junior high school teachers compared to two out of three (64%) high school teachers report that their schools have provided parents with the information on how to help their children develop good study habits. (Table and Figures 6.8 to 6.10)

Table 6.8
School-Provided Information to Parents on How to
Help Children Develop Good Study Habits

Q100D: Has your school provided parents with information on how to: Help their child develop good study habits, or not?

Base: All teachers

		Median Income of Community Where Most Students Live	
	Total	$30,000 or Less	$30,001 or Over
Base:	1035	595	416
	%	%	%
Has provided	71	67	78
Has not provided	25	30	17
Don't know	4	3	5

Figure 6.9
School-Provided Information to Parents on How to Help Children Develop Good Study Habits

Q100D: Has your school provided parents with information on how to: Help their child develop good study habits, or not?

Base: All teachers

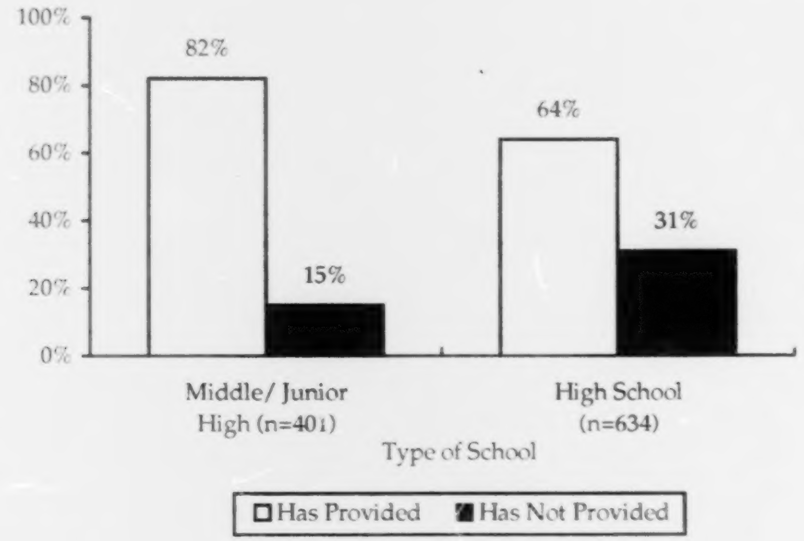


Table 6.10
School-Provided Information to Facilitate At-Home Parental Involvement in Education (Summary)

Q100: Has your school provided parents with information on how to (READ EACH ITEM), or not?

Base: All teachers

		Has Provided	Has Not Provided	Don't Know
Help their child develop good study habits	%	71	25	4
Help their children with homework assignments	%	66	29	5
Communicate high expectations to their child	%	58	35	7
Motivate their child	%	55	38	7

Main Obstacle Facing Students When Doing Schoolwork at Home

Teachers were surveyed for their opinions on what they thought the main obstacle facing students is when it comes to doing schoolwork at home. The reason given most often, by one in five teachers (20%), is that parents are uninvolved or that there is a lack of parental support. The next two most often cited reasons are that students lack motivation (14%) and too much television or time on the computer (12%). Three in ten (28%) teachers working in other urban schools, excluding inner city schools, feel that the uninvolved parents or lack of parental support is the number one obstacle facing their students when it comes to doing school work at home. One in five (18%) teachers working in rural schools believes the second most commonly given response that students lack motivation. Fifteen percent of inner city (15%) and suburban (15%) teachers alike believe the main obstacle facing their students is the television and computer. (Table 6.11)

Table 6.11
Main Obstacle Facing Students When Doing Schoolwork at Home

Q105: In your opinion, what is the main obstacle facing students when it comes to doing schoolwork at home?

Base: All teachers

		Size of Place				
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Uninvolved parents/lack of parental support	20	19	28	18	20	21
Students lack motivation	14	6	11	12	17	18
Television, computer	12	15	10	15	11	10
Not quiet enough, too many distractions	9	10	7	8	9	10
After school employment	8	9	8	11	5	10
Students spend too little time doing schoolwork	6	5	7	7	5	5
Not enough discipline on part of student	4	2	5	4	6	5
Not enough structure in the home	4	6	5	2	3	7
Not enough discipline on part of parent	4	5	2	5	4	4
Extra-curricular activity	4	1	3	6	5	4
Students are disorganized or unorganized	2	-	3	3	1	1
Time management	1	2	-	*	2	1
Lack of parental supervision	1	2	1	*	2	*
Peer pressure	*	1	-	*	1	-
Other (specify)	9	17	11	8	9	5
Don't know	*	1	-	-	-	-

Students were surveyed to assess the various ways that their parents are involved with their education at home and to assess the perceived helpfulness of their parents in various situations.

Parental Encouragement to Do Well in School

The vast majority (94%) of students report that their parents encourage them to do well in school. Nine out of ten students who mostly get C's or better (97% A/B Mostly, 93% B/C Mostly) in their classes are encouraged by their parents to do well in school. In contrast to this, only three in four (77%) students who mostly get grades lower than C say that their parents offer them this sort of encouragement. Students whose parents are either very or somewhat involved in their education are more likely than those students whose parents are not very or not at all involved (97% vs. 81%) to report that their parents encourage them to do well. (Tables 6.12 and 6.13)

Table 6.12
Parental Encouragement to Do Well in School

QC1.1: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to do well in school.

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1301	805	367	109
	%	%	%	%
Yes, they do	94	97	93	77
No, they don't	4	2	4	19
Don't know	2	1	3	4

Table 6.13
Parental Encouragement to Do Well in School

QC1.1: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to do well in school.

Base: All students

		Parental Involvement With Child's Education	
	Total	Very/ Somewhat	Not Very/Not At All
Base:	1301	1088	186
	%	%	%
Yes, they do	94	97	81
No, they don't	4	2	17
Don't know	2	1	2

Parental Help to Find the Time and Place to Study

Three in five (62%) students report that their parents help them find the time and place to study, and one in three (33%) reports that they do not receive this sort of help. Fewer than half (45%) of the students who usually get class grades worse than C receive help finding the time and place to study. Students who have at least one parent with a college education are more likely than those who do not (68% vs. 55%) to get this type of help at home. Two in three (65%) students whose parents are not very or not at all involved with their education do not receive help finding the time or the place to study. (Tables and Figures 6.14 to 6.16)

Table 6.14
Parental Help Finding the Time and Place to Study

QC1.2: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you find the time and place to study.

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1301	805	367	109
	%	%	%	%
Yes, they do	62	65	60	45
No, they don't	33	31	35	45
Don't know	5	3	6	10

Table 6.15
Parental Help Finding the Time and Place to Study

QC1.2: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you find the time and place to study.

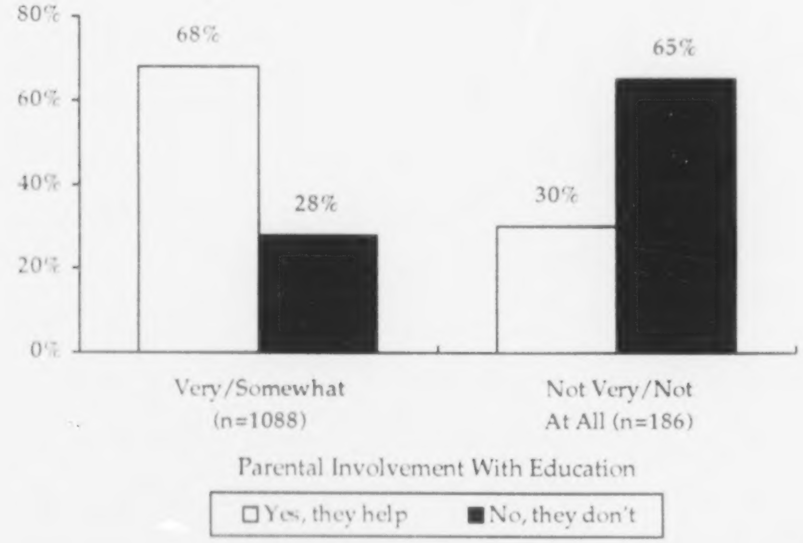
Base: All students

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1301	580	642
	%	%	%
Yes, they do	62	68	55
No, they don't	33	29	38
Don't know	5	3	6

Figure 6.16
Parental Help Finding the Time and Place to Study

QC1.2: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you find the time and place to study.

Base: All students



Parents Help Go Over Homework

Nearly three in five (57%) students report that their parents help them go over their homework assignments. Students who usually get class grades lower than C are the least likely to report that their parents help them go over their homework, with half (50%) reporting that their parents do not do this. In contrast to this, three in five (60%) students who mostly get A's and B's and 55% of those who mostly get B's and C's report that their parents do help them go over their homework assignments. Students whose parents are either not very or not at all involved with their education are more than two times as likely as students whose parents are either very or somewhat involved with their education (70% vs. 33%) to report that their parents do not help them go over their homework. Lastly, students with at least one college-educated parent are more likely to receive such help than students without a college-educated parent (65% vs. 50%). (Tables and Figures 6.17 to 6.19)

Table 6.17
Parental Help Going Over Homework

QC1.3: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you go over your homework.

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1300	805	366	109
	%	%	%	%
Yes, they do	57	60	55	42
No, they don't	39	37	39	50
Don't know	4	3	6	7

Figure 6.18
Parental Help Going Over Homework

QC1.3: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you go over your homework.

Base: All students

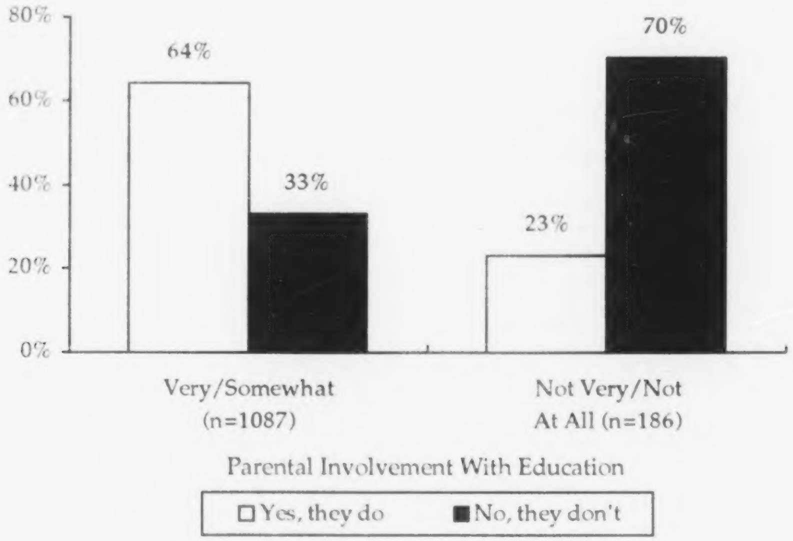


Table 6.19
Parental Help Going Over Homework

QC1.3: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you go over your homework.

Base: All students

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1300	580	641
	%	%	%
Yes, they do	57	65	50
No, they don't	39	31	45
Don't know	4	3	5

Parents Find Time to Talk to Children About School Life

Three out of four (73%) students say their parents find the time to talk with them about their school lives. Students who usually receive A's and B's for class grades are the most likely to report that their parents find the time to talk to them about their school lives, with four in five (78%) responding in kind. Half (49%) of those students who mostly get grades lower than C report that their parents do not find the time for such conversations with them about their school lives. Similarly, more than half (54%) of the students whose parents are either not very or not at all involved with their education report that their parents do not take time to talk with them about their school lives. Four in five (79%) students whose parents are either very or somewhat involved with their education have such conversations with their parents. (Table 6.20 and Figure 6.21)

Table 6.20
Parents Find the Time to Talk to Their Children About School Life

QC1.4: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Find time to talk with you about your school life.

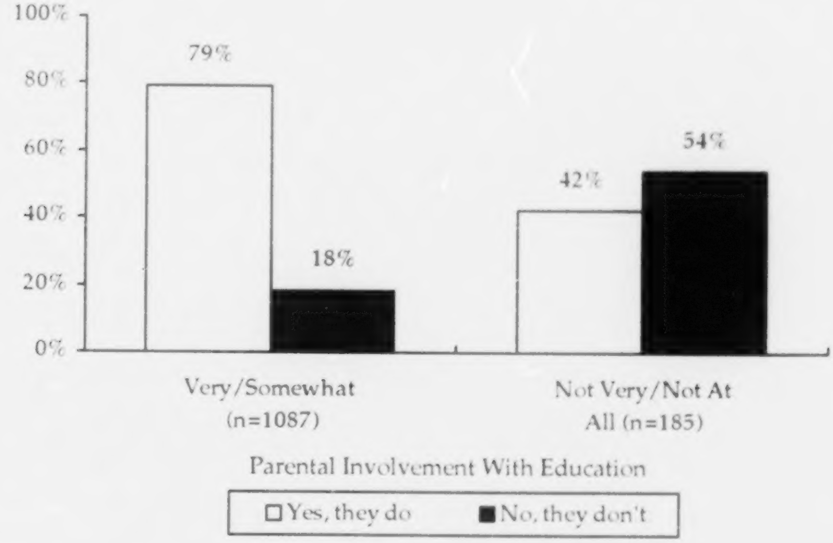
Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1298	805	366	109
	%	%	%	%
Yes, they do	73	78	69	46
No, they don't	24	19	26	49
Don't know	4	3	5	5

Figure 6.21
Parents Find the Time to Talk to Their Children About School Life

QC1.4: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Find time to talk with you about your school life.

Base: All students



Parental Encouragement to Go to College

Nine in ten (87%) students' parents encourage them to go to college. Equal proportions of boys and girls (84% vs. 89%) receive such parental encouragement. These proportions remain the same when race and sex are looked at together. No significant difference exists between the amount of parental encouragement to go to college that white boys and girls (84% vs. 89%) and minority boys and girls (81% vs. 89%) receive. Some variation does exist when parental involvement in education is considered. One-quarter (24%) of the students whose parents are either not very or not at all involved with their education do not receive parental encouragement to go to college. In contrast to this, nine in ten (90%) of those students whose parents are either very or somewhat involved with their education receive such encouragement from their parents. (Table 6.22 and Figure 6.23)

Table 6.22
Parental Encouragement to Go to College

QC1.5: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to go to college.

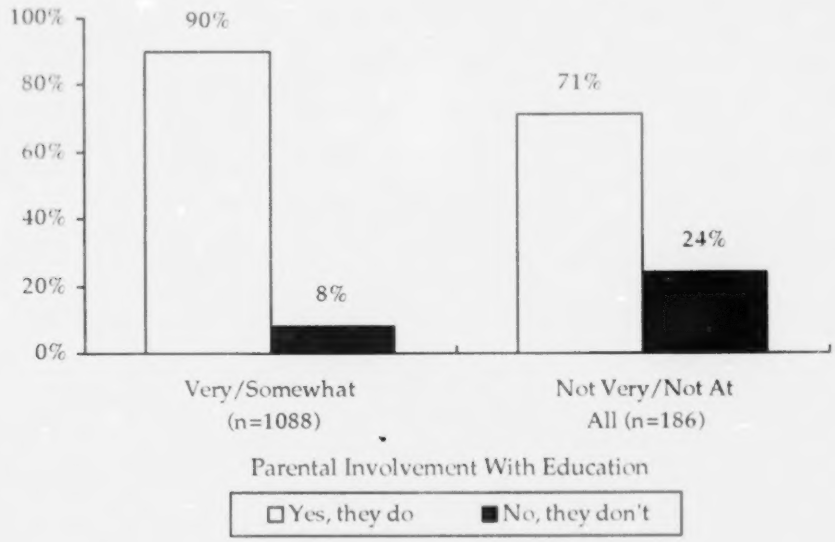
Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1300	613	687	390	429	157	197
	%	%	%	%	%	%	%
Yes, they do	87	84	89	84	89	81	89
No, they don't	10	12	8	12	9	14	8
Don't know	3	4	2	4	2	5	3

Figure 6.23
Parental Encouragement to Go to College

QC1.5: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to go to college.

Base: All students



Parental Encouragement to Pursue Their Dreams

Four in five (84%) students say they receive parental encouragement to pursue their dreams. Students who usually receive A's and B's (89%) for class grades are the most likely to receive such parental encouragement. One-quarter (27%) of those students who mostly get worse than C's report that their parents do not encourage them to pursue their dreams. Students whose parents are either very or somewhat involved with their education are more likely than students whose parents are either not very or not at all involved with their education (89% vs. 62%) to receive encouragement from their parents to pursue their dreams. (Table 6.24 and 6.25)

Table 6.24
Students Receive Parental Encouragement to Pursue Their Dreams

QC1.6: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to pursue your dreams.

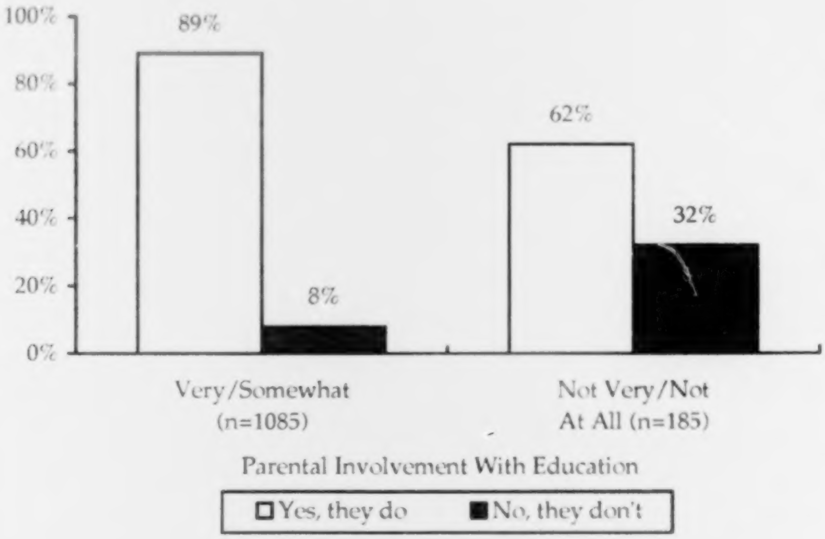
Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1297	804	365	108
	%	%	%	%
Yes, they do	84	89	80	66
No, they don't	12	8	15	27
Don't know	4	4	5	6

Figure 6.25
Students Receive Parental Encouragement to Pursue Their Dreams

QC1.6: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Encourage you to pursue your dreams.

Base: All students



Parental Help to Understand College Requirements and Application Procedures

Seven in ten (69%) tenth through twelfth graders receive help from their parents to understand college requirements and application procedures. White boys, white girls and minority girls (70%, 77% and 77%, respectively) are equally likely to receive such parental help. Only half (48%) of minority boys in tenth through twelfth grades can make this same claim. Students whose parents are either very or somewhat involved with their education are two times as likely as those student whose parents are either not very or not at all involved with their education (76% vs. 38%) to receive parental help understanding college requirements and application procedures. Students attending urban schools (56%) are the least likely to receive this type of help from their parents. (Tables and Figures 6.26 to 6.29)

Table 6.26
Parental Help Understanding College Requirements and Application Procedures

QC1.7: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you understand college requirements and application procedures.

Base: Grades 10 - 12

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	552	253	299	176	218	50	59
	%	%	%	%	%	%	%
Yes, they do	69	64	74	70	77	48	77
No, they don't	25	27	22	21	20	45	21
Don't know	6	9	4	9	3	7	3

Figure 6.27
Parental Help Understanding College Requirements and Application Procedures

QC1.7: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you understand college requirements and application procedures.

Base: Grades 10 - 12

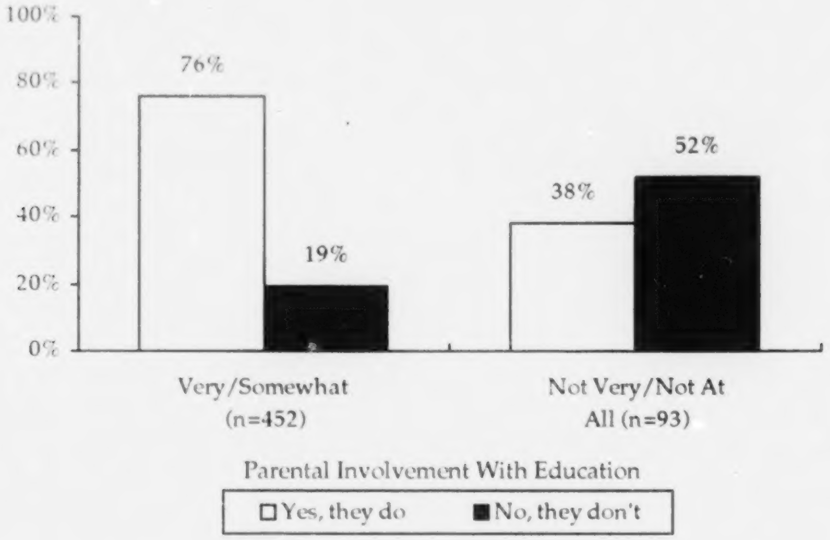


Table 6.28
Parental Help Understanding College Requirements and Application Procedures

QC1.7: Outside of school do your parents or guardians or other adults do any of the following things with you, or not? Help you understand college requirements and application procedures.

Base: Grades 10 - 12

		Size of Place		
	Total	Urban	Suburban	Rural
Base:	552	179	222	151
	%	%	%	%
Yes, they do	69	56	74	71
No, they don't	25	38	21	19
Don't know	6	6	5	10

Table 6.29
At-Home Parental Involvement With Education (Summary)

QC1: Outside of school do your parents or guardians or other adults do any of the following things with you, or not?

Base: All students

Base: 1297		Yes, They Do	No, They Don't	Don't Know
Encourage you to do well in school	%	94	4	2
Encourage you to go to college	%	87	10	3
Encourage you to pursue your dreams	%	84	12	4
Find time to talk with you about your school life	%	73	24	4
Help you find the time and place to study	%	62	33	5
Help you go over your homework	%	57	39	4
Help you understand college requirements and application procedures	%	69	25	6

Parent Availability to Help With Schoolwork

Most (84%) students report that their parents are available to help with schoolwork when they need them. No differences emerge by sex (84% boys, 84% girls) or by sex and race (84% white boys, 85% white girls, 84% minority boys, and 89% minority girls). Students who get mostly A's and B's (87%) are more likely than others to report that their parents are available to help them with their schoolwork when they need them. One-quarter (24%) of the students who usually receive grades lower than C report that their parents are not available for help with schoolwork when they need it. Students whose parents are actively involved with their education are much more likely than students whose parents are minimally involved with their education (89% vs. 59%) to report that their parents are available to help them with their schoolwork when they need it. (Tables and Figures 6.30 to 6.32)

Table 6.30
Parent Availability When Students Need Help With Schoolwork

QC2: In general, are your parents/guardians available when you need them to help you with schoolwork, or not?

Base: All students

		Sex		Race/Ethnicity			
				White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1285	607	678	390	425	153	192
	%	%	%	%	%	%	%
Yes, they are available	84	84	84	84	85	84	89
No, they are not available	12	12	12	12	13	11	8
Don't know	4	4	4	4	2	5	3

Table 6.31
Parent Availability When Students Need Help With Schoolwork

QC2: In general, are your parents/guardians available when you need them to help you with schoolwork, or not?

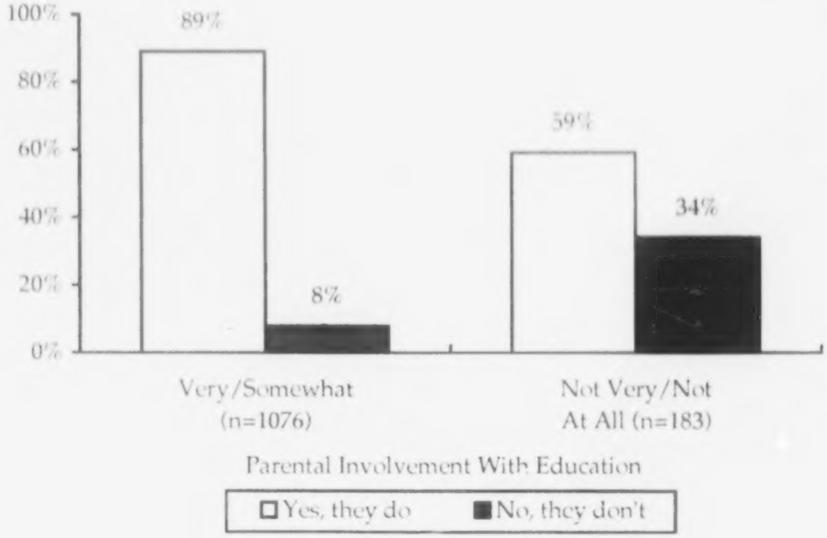
Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1285	798	361	108
	%	%	%	%
Yes, they are available	84	87	82	72
No, they are not available	12	9	14	24
Don't know	4	4	4	4

Figure 6.32
Parent Availability When Students Need Help With Schoolwork

QC2: In general, are your parents/guardians available when you need them to help you with schoolwork, or not?

Base: All students



Helpfulness of Parents With Schoolwork

Eighty-five percent of students feel that their parents are either very (44%) or somewhat (41%) helpful when they ask for help with their schoolwork. Minority boys (60%) are the most likely to report that their parents are very helpful when they seek such help. Students whose parents are either very or somewhat involved with their education are more likely than those whose parents are either not very or not at all involved with their education to report that their parents are helpful (90% vs. 59%) when they ask for help with their schoolwork. Two in five students whose parents are not as involved with their education feel that their parents are either not very helpful (35%) or not at all helpful (7%) when they seek help with their schoolwork. Half (52%) of the students who have at least one college-educated parent feel that their parents are very helpful when they need help with their schoolwork. (Tables and Figures 6.33 to 6.35)

Table 6.33
Helpfulness of Parents With Schoolwork

QC3.1: How helpful are your parents or guardians when you ask for their help with your schoolwork?

Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1292	662	631	435	405	155	169
	%	%	%	%	%	%	%
Helpful	85	86	85	84	85	89	88
Very helpful	44	48	41	46	37	60	45
Somewhat helpful	41	38	44	39	48	29	42
Not Helpful	15	14	15	16	15	11	12
Not very helpful	12	12	13	13	12	7	12
Not at all helpful	2	3	2	3	3	4	1

Table 6.34
Helpfulness of Parents With Schoolwork

QC3.1: How helpful are your parents or guardians when you ask for their help with your schoolwork?

Base: All students

		Parental Involvement With Child's Education	
	Total	Very/ Somewhat	Not Very/Not At All
Base:	1290	1080	185
	%	%	%
Helpful	85	90	59
Very helpful	44	48	25
Somewhat helpful	41	42	34
Not Helpful	15	10	41
Not very helpful	12	8	35
Not at all helpful	2	1	7

Figure 6.34
Helpfulness of Parents With Schoolwork

QC3.1: How helpful are your parents or guardians when you ask for their help with your schoolwork?

Base: All students

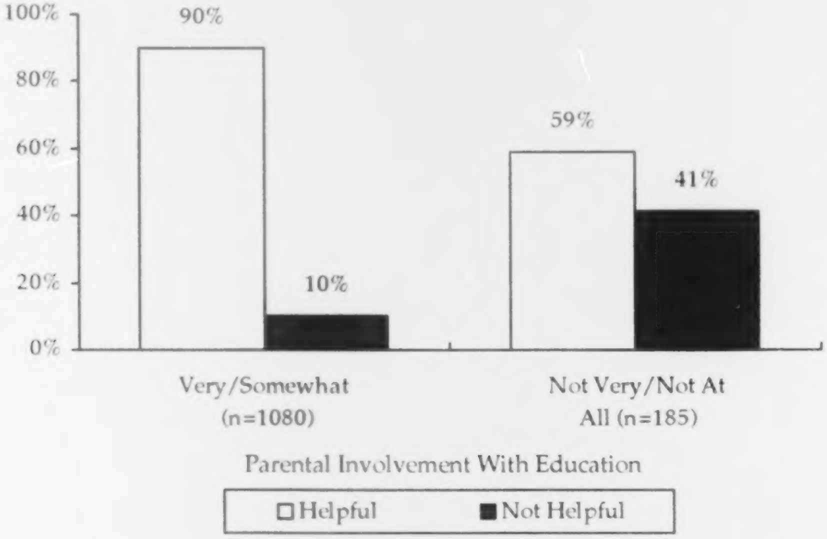


Table 6.35
Helpfulness of Parents With Schoolwork

QC3.1: How helpful are your parents or guardians when you ask for their help with your schoolwork?

Base: All students

		At Least One Parent With College Degree	
	Total	Yes	No
Base:	1290	577	636
	%	%	%
Helpful	85	91	80
Very helpful	44	52	37
Somewhat helpful	41	39	43
Not Helpful	15	9	20
Not very helpful	12	8	16
Not at all helpful	2	1	4

Helpfulness of Parents With Problems With Teachers and Classmates

Four out of five students feel that their parents are either very (46%) or somewhat (36%) helpful when they ask for help with problems they are having with their teachers or classmates. African American students (59%) are the most likely to classify their parents as very helpful when it comes to problems with their teachers and classmates. (Table 6.36)

Table 6.36
Helpfulness of Parents With Problems Involving Teachers or Classmates

QC3.2: How helpful are your parents or guardians when you ask for their help with problems you're having with your teachers or classmates?

		Race/Ethnicity		
	Total	White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1287	835	187	137
	%	%	%	%
Helpful	83	82	90	85
Very helpful	46	44	59	54
Somewhat helpful	36	38	31	31
Not Helpful	17	18	10	15
Not very helpful	14	15	8	13
Not at all helpful	4	4	2	2

Helpfulness of Parents With Emotional Difficulties

Half (50%) of all secondary school students feel that their parents are very helpful when they ask for help with an emotional difficulty, and three in ten (30%) feel that their parents are somewhat helpful in such situations. Girls are more likely than boys (55% vs. 44%) to feel that their parents are very helpful when they ask for help with emotional problems. Minority girls (65%), in particular, are the most likely to describe their parents as very helpful when it comes to emotional difficulties. (Table 6.37)

Students who usually get C's or better in their classes are more likely than those students who usually get worse than C (52% A/B mostly and 48% B/C mostly vs. 34% worse than C) to feel that their parents are very helpful when they are having emotional difficulties. One-third (34%) of all secondary students who mostly receive class grades worse than C report that their parents are not helpful in such situations. Students whose parents are either very or somewhat involved with their education are more likely than those whose parents are either not very or not at all involved with their education to report that their parents are helpful (84% vs. 56%) when they seek help with any emotional difficulty they might have. (Tables and Figures 6.38 to 6.40)

Table 6.37
Helpfulness of Parents With Emotional Difficulties

QC3.3: How helpful are your parents or guardians when you ask for their help with emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school?

Base: All students

				Race/Ethnicity			
		Sex		White		Minority	
	Total	Male	Female	Male	Female	Male	Female
Base:	1285	655	630	429	404	155	169
	%	%	%	%	%	%	%
Helpful	80	77	82	77	80	77	86
Very helpful	50	44	55	44	54	44	65
Somewhat helpful	30	33	27	33	26	34	21
Not Helpful	20	23	18	23	20	23	14
Not very helpful	13	15	12	16	14	11	9
Not at all helpful	7	8	6	6	6	12	4

Table 6.38
Helpfulness of Parents With Emotional Difficulties

QC3.3: How helpful are your parents or guardians when you ask for their help with emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school?

Base: All students

		Students' Grades		
	Total	A/B Mostly	B/C Mostly	Worse Than C
Base:	1285	798	362	107
	%	%	%	%
Helpful	80	82	77	66
Very helpful	50	52	48	34
Somewhat helpful	30	30	29	33
Not Helpful	20	18	23	34
Not very helpful	13	13	14	16
Not at all helpful	7	5	8	18

Table 6.39
Helpfulness of Parents With Emotional Difficulties

QC3.3: How helpful are your parents or guardians when you ask for their help with emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school?

Base: All students

		Parental Involvement With Child's Education	
	Total	Very/ Somewhat	Not Very/Not At All
Base:	1285	1075	184
	%	%	%
Helpful	80	84	56
Very helpful	50	55	20
Somewhat helpful	30	29	36
Not Helpful	20	16	44
Not very helpful	13	11	27
Not at all helpful	7	5	17

Figure 6.39
Helpfulness of Parents With Emotional Difficulties

QC3.3: How helpful are your parents or guardians when you ask for their help with emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school?

Base: All students

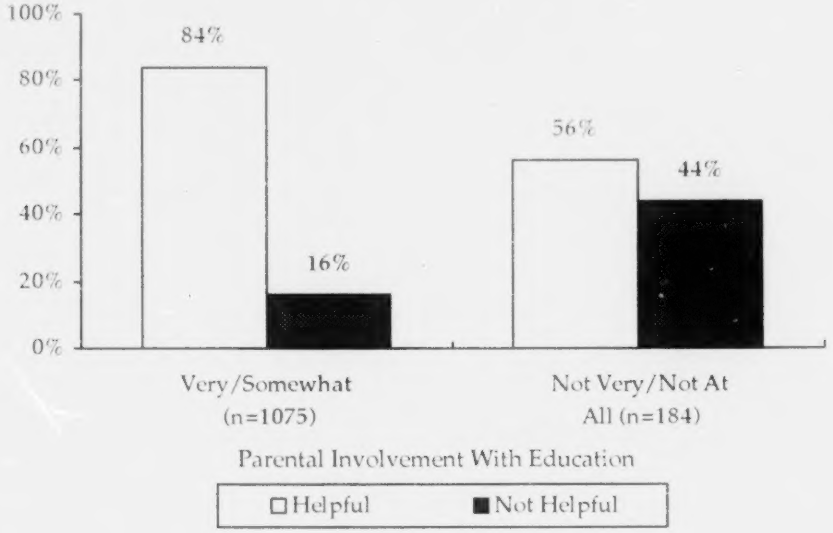


Table 6.40
Helpfulness of Parents Evaluated (Summary)

QC3: How helpful are your parents or guardians when you ask for their help with (READ EACH ITEM)?

Base: All students

		Helpful	Very Helpful	Somewhat Helpful	Not Helpful	Not Very Helpful	Not At All Helpful
Your schoolwork	%	85	44	41	15	12	2
Problems you're having with your teachers or classmates	%	83	46	36	17	14	4
Emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school	%	80	50	30	20	13	7

APPENDIX A: SURVEY METHODOLOGY FOR STUDENTS

SURVEY METHODOLOGY FOR STUDENTS

An Overview

Louis Harris and Associates, Inc. in partnership with Scholastic Inc. has developed a sampling process and survey methodology for surveying nationally representative samples of school students. All interviewing is conducted in the classroom.

The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students was conducted by a self-administered questionnaire during class time with 1,306 students in grades 7-12. Interviews averaged 25 minutes in length and were conducted between April 22, 1997 and June 2, 1997.

There are several benefits that can be gained from school-based interviewing as compared to home-based, in-person or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. The school-based method also provides opportunities for the use of audio-visual aids. Furthermore, this approach ensures that the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their teenager to complete an interview.

Creating a School Sample

The Harris/Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the National Center for Educational Statistics.

The sample is drawn from a list of approximately 78,000 public schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades (generally grades 7 through 12, but can be as young as third grade). This sample design also allows for oversampling by a variety of criteria (e.g., location, urbanity, grade level, type school, etc.).

For this survey, two separate samples were created: a nationally representative sample of schools and an oversample of schools from urban areas. The national cross section yielded 1,024 completes and the oversample yielded 282 completes (see Table A-2 for comparison of schools that consented and completed the surveys). Urban schools were defined as those located in named central cities of metropolitan statistical areas (MSA's) as they are defined by the U.S. Census Bureau; suburban schools are located in the remaining portion of MSA's; and rural schools are located outside MSA's.

Weighting the Data

As with all school-based surveys, a two-stage weighting process was used to ensure a representative sample of students. These weights are based on data from the National Center for Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. The average class size was 23 students per class. Variability in class size ranged from 10 to 35 students per class. Second stage weights controlled for grade, region, size of place, gender and race/ethnicity.

Table A-1 provides a comparison of the demographic profile of the weighted and unweighted total sample from a recent survey of students in grades 7 through 12.

Table A-1
A Comparison of Weighted and Unweighted Samples

	Total Sample	
	Weighted	Unweighted
Base:	1305	1305
	%	%
Grade:		
7th	18	22
8th	18	20
9th	19	14
10th	17	13
11th	15	13
12th	13	16
Region:		
East	20	18
South	33	28
Midwest	24	36
West	22	18
Location:		
Urban	32	43
Suburban	35	31
Rural	33	25
Gender:		
Male	51	47
Female	49	53
Race/Ethnicity:		
White	65	63
African American*	15	13
Hispanic	11	14
Other	9	10

*The term African American is used to refer to both non-Hispanic blacks and non-Hispanic African Americans.

Table A-2
A Comparison of Schools That Consented and
Those That Completed the Interview

	Consents	Completes
	65	56
Cross Section	52	43
Oversample	13	13

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Table A-3
Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Table A-4
Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

THE INTERVIEWING PROCESS

Gaining the Principal's Consent and Selecting a Class

After an informational letter soliciting school participation is mailed, Louis Harris and Associates contacts the principals in selected schools by telephone to formally request their participation in the survey. An eligible grade is randomly assigned to each school. If the principal agrees to participate, a random selection process is then used to select a particular class within the assigned grade to complete the survey. The principal is asked to alphabetize all English classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identifies an individual class. The survey is limited to English classes since this is one subject that all students are required to study at every grade level, which ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps are included in the consent process in order to maximize response rates. An alert letter contains a brief description of the survey process and some background information on the Harris organization. Schools are offered educational materials from Scholastic or another academic vendor as an incentive to participate.

In addition, at a principal's request, calls are made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials are mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school cannot participate, it is replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school is chosen within the same region, with similar grade enrollment and size of municipality, and in the same or nearest zip code to the original school.

Interviewing the Students

Louis Harris and Associates mails instructions, a set of questionnaires, and materials for return mail to the teacher of the selected class. In addition, teachers are provided with guidelines for administering the survey - - the methods used to provide this guidance will vary, depending on each survey's complexity and objectives.

By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hope to assure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students are given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire are tested for length and comprehensibility. Testing is conducted in the classroom using the exact procedures that would be used for the full survey. Harris staff may observe or administer the pretest surveys.

Cleaning the Data

All interviews are carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data are removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. Harris reports findings for each question based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error - - the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources of error are:

- Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.
- Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.
- Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of any survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm are designed to maximize the reliability and validity of the data obtained.

APPENDIX B: HARRIS/SCHOLASTIC SAMPLE DESIGN METHODOLOGY
TECHNICAL APPENDIX

HARRIS/SCHOLASTIC SAMPLE DESIGN METHODOLOGY
TECHNICAL APPENDIX

Introduction

The Harris/Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics. One important feature of this design is the fact that it may be subsampled in order to produce samples of schools or students in any desired grade range, control type or geographic region.

Many of the studies which employ the Harris/Scholastic national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris/Scholastic for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

a. Grade coverage (elementary, middle, upper, K-12 and other odd grade ranges 1-8, 6-12, etc.).

b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN = non-central city of MSA or CMA; RURAL = non-MSA).

c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The number of sub-stratum depends upon the particular design. Within each sub-stratum, the required number of schools is selected on an "nth student" basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF[1]. The square root of DEFF is denoted by DEFT. The design effect is a measure of efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris/Scholastic sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris/Scholastic sample which employs standard statistical formulas for the variance and standard error of estimate should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area sample has DEFF values of approximately 2.0. The ratio of this DEFF value to average DEFF values calculated from other Harris/Scholastic studies (i.e., DEFF = 2.25) shows that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

Values shown in Tables B-1 and B-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

Table B-1
Harris/Scholastic Samples
Sampling Errors for Single Percentages
Percentages From Sample

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5000	0.46	0.64	0.85	0.97	1.04	1.06
4750	0.47	0.64	0.86	0.98	1.05	1.07
4500	0.47	0.65	0.87	1.00	1.06	1.09
4250	0.48	0.66	0.88	1.01	1.08	1.10
4000	0.49	0.67	0.89	1.02	1.10	1.12
3750	0.50	0.68	0.91	1.04	1.11	1.14
3500	0.50	0.69	0.93	1.06	1.13	1.16
3250	0.51	0.71	0.94	1.08	1.16	1.18
3000	0.53	0.72	0.97	1.11	1.18	1.21
2750	0.54	0.74	0.99	1.14	1.21	1.24
2500	0.56	0.76	1.02	1.17	1.25	1.27
2250	0.57	0.79	1.05	1.21	1.29	1.32
2000	0.60	0.82	1.10	1.25	1.34	1.37
1750	0.62	0.86	1.15	1.31	1.40	1.43
1500	0.66	0.91	1.21	1.39	1.48	1.51
1250	0.71	0.97	1.30	1.48	1.59	1.62
1000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

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[1] See, for example, the discussion by L. Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical*

Table B-2
Harris/Scholastic Samples
Sampling Error for Differences Between Subclass Percentages
Proportion Nearest 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

Sciences: Vol. 2 New York: John Wiley & Sons, 1982.

APPENDIX C: SURVEY METHODOLOGY FOR TEACHERS

SURVEY METHODOLOGY FOR TEACHERS

The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students was conducted by Louis Harris and Associates for the Metropolitan Life Insurance Company between April 28, 1997 and June 11, 1997. The survey included a total of 1,035 fifteen minute telephone interviews with a nationally representative sample of current public school teachers throughout the continental United States. Harris drew a random sample of 6,000 current public school teachers throughout the United States from a list of 1,023,000 teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sites for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Each selected teacher was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available, a message was left, including a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching in a public school and currently teaches in a middle school (grades 6-8), a junior high (grades 7-8) or a high school (grades 9-12 or 10-12). Once a respondent passed the screen, an appointment was made to telephone at a convenient time to complete the interview.

Sample Disposition and Completion Rate for Teachers

The final sample disposition for this survey is shown in Table C-1. A total of 5,775 contacts were made to yield 1,035 completed interviews.

Of all the teachers who were contacted at their schools or with whom a message was left, 47.7% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at a rate of 36.8% by comparing the number of teachers we were able to reach to the complete list of teachers at their schools.

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 64.3% completed an interview. We calculated this completion rate by dividing the number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interview refusals, (3) the number of interviews terminated within the course of the interview and (4) the number of teachers who were left to call back at the time the survey was completed.

With reference to Table C-1, the response rate and the completion rate have been calculated according to the following formulas:

$$\text{Response Rate} = \frac{A+E+F+H+I+J}{A+E+F+G+H+I+J} = \frac{1757}{4775} = 36.8\%$$

$$\text{Completion Rate} = \frac{A}{A+E+H+J} = \frac{1035}{1610} = 64.3\%$$

The disposition of all 5,775 contacts is provided in Table C-1 so that interested individuals may make their own calculations of response rate and completion rate.

Table C-1
Final Sample Disposition

A.	Completed Interviews	1,035
B.	Non-working Number	63
C.	No Longer at School/Retired/Deceased/on Leave	577
D.	No Answer or Busy (After Three Callbacks)	327+33
E.	Interview Refused	10
F.	Non-eligible Respondent	145
G.	Left Message at School (Never Called Back)	3,018
H.	To Call Back (Study Completed Before Callback Was Needed)	548
I.	Language Barrier	2
J.	Terminated Within Interview	17
K.	Total Number of Contacts	5,775

The sample was weighted by race/ethnicity and years of teaching experience (less than five years of experience and five years or more). The weighted and unweighted distribution of the sample appears in Table C-2.

Table C-2
Distribution of the Sample of Teachers

	Total Sample	
	Weighted	**Unweighted**
Base:	1035	1035
	%	%
Sex:		
Male	43	42
Female	57	58
Experience in Teaching:		
Less than 10 Years	24	20
10-19 Years	30	31
20 Years or More	47	49
Type of School:		
Junior High/Middle School	39	39
High School	61	61
Race:		
White	85	87
Minority	14	12
School Location:		
Inner City	13	13
Other Urban	12	12
Suburban	27	27
Small Town	27	27
Rural	20	20

Telephone Interviewing Procedures

All interviewing was conducted between April 28, 1997 and June 11, 1997. The interviews averaged 15 minutes in length and were conducted from a Louis Harris & Associates telephone research center. Screening and interviewing for the study was conducted by Harris' large, professional interviewing staff. Interviewing was regularly quality-monitored by Harris' field supervisory staff. The computer-assisted telephone interviewing (CATI) system at Harris permitted on-line data entry and on-line data editing of the telephone interview.

CATI System Used in Interviews for the United States

The CATI system - - computer assisted telephone interviewing - - is used for all interviews conducted in the United States. This system controls complicated skip patterns based on individual responses during the course of the interview, and it also allows consistency checks to be built in for key items. Since interviewers enter the respondents' answers directly into a computer terminal during the interview itself, it also reduces the number of potential clerical errors.

APPENDIX D: THE QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

Study No. 628203
Final (108-113)
May 23, 1997
(Grades 7-12)

FOR OFFICE USE ONLY:

Questionnaire No.:__________
(1-5)

Card Number (6,7)
Sample Point No. / / / / / / / / / / / /
(114-123)

STUDENT SURVEY OF SCHOOL LIFE

THANK YOU for taking part in our important study. This survey is being conducted to help us learn more about students' experiences and opinions of school life and their day-to-day challenges and concerns.

Many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you think, or have experienced. This is not a test. There are no right or wrong answers. Again, please be as honest as you can in answering these questions.

Please answer the questions in the order they appear and do not skip ahead.

We are not asking for your name; your answers will be kept confidential and anonymous. You have been given an envelope in which to seal your questionnaire before you hand it in. It will not be opened by anyone except Harris personnel.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is very important that you answer all questions carefully.

NOTE: This questionnaire contains students' responses to Section A (Demographics) and Sections B and C, the subject of this report. Sections D and E are the subject of another report in this series.

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THE QUESTIONNAIRE IS EASY TO FILL OUT

1. Simply circle the number that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLES:

What is your favorite season of the year? (CIRCLE *ONE* ANSWER ONLY)

Spring	1
Summer	2
Fall	3
Winter	4
Don't know	5

What are your favorite colors? (CIRCLE AS MANY ANSWERS AS APPLY)

Blue	1
Green	2
Red	3
Yellow	4
Purple	5
Other (PLEASE WRITE IN): ____________________	6
Don't know	7

2. Other questions will ask you to answer a series of questions.

EXAMPLE: Do you go to school during the (CIRCLE ONLY ONE ANSWER FOR EACH ITEM)

	Yes	No	Don't Know
A. Spring	1	2	3
B. Summer	1	2	3
C. Fall	1	2	3
D. Winter	1	2	3

3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase your first answer completely.

4. Please do not talk over your answers with others.

IN ADVANCE, THANK YOU VERY MUCH FOR YOUR HELP
WITH THIS VERY IMPORTANT STUDY

A. BACKGROUND INFORMATION

Base: All Respondents

A1. What grade of school are you in? **(CIRCLE ONE ANSWER ONLY)**

7th grade	7	**18**	(208)
8th grade	8	**18**	
9th grade	9	**19**	
10th grade	10	**17**	
11th grade	11	**15**	
12th grade	12	**13**	

Base: All Respondents

A2. Are you...? **(CIRCLE ONE ANSWER ONLY)**

Male (a boy)	1	**51**	(209)
Female (a girl)	2	**49**	

Base: All Respondents

A3. What is your race or ethnic background? **(CIRCLE ONE ANSWER ONLY)**

White (not Hispanic)	1	**65**	(210)
Black or African American (not Hispanic)	2	**15**	
Hispanic/Latino -- White	3	**8**	
Hispanic/Latino -- Black	4	**1**	
Asian, Asian Indian, or Pacific Islander	5	**5**	
Native American or Alaskan Native	6	**1**	
Some other race (PLEASE WRITE IN) ____________	7	**1**	
Don't know	8	**2**	

Hispanic (unspecified) **2** Mixed **1**

Base: All Respondents

A4. Do you live with...? **(CIRCLE ONE ANSWER ONLY)**

Both your mother and your father	1	**59**	(211)
Your mother and a stepfather	2	**13**	
Your father and a stepmother	3	**3**	
With father only	4	**2**	
With mother only	5	**15**	
Your mother some of the time and your father some of the time	6	**2**	
With other relatives	7	**3**	
With other adults	8	**1**	
Don't know	9	**1**	

Base: All Respondents

A5. For most of the time in your family, which of the following statements best describes your family situation? **(CIRCLE ONE ANSWER ONLY)**

Your family has a hard time getting enough money for food, clothing, and basic living costs	1	**3**	(212)
Your family has just enough money for food, clothing, and basic living costs	2	**20**	
Your family has few problems buying what your family needs	3	**28**	
Your family has no problems buying what your family needs and is able to buy special things	4	**49**	

Base: All Respondents

A6. How far in school did your mother or female guardian go? **(CIRCLE ONE ANSWER ONLY)**

She did not finish high school	1	**11**	(213)
She graduated from high school	2	**27**	
She had some education after high school	3	**22**	
She graduated from college	4	**22**	
She has an advanced degree	5	**12**	
Don't know	6	**6**	

Base: All Respondents

A7. How far in school did your father or male guardian go? **(CIRCLE ONE ANSWER ONLY)**

He did not finish high school	1	**11**	(214)
He graduated from high school	2	**25**	
He had some education after high school	3	**18**	
He graduated from college	4	**21**	
He has an advanced degree	5	**12**	
Don't know	6	**12**	

Base: All Respondents

A8. What grades do you usually get? **(CIRCLE ONE ANSWER ONLY)**

Mostly A's	1	**16**	(215)
Mostly A's and B's	2	**37**	
Mostly B's	3	**8**	
Mostly B's and C's	4	**22**	
Mostly C's	5	**7**	
Mostly C's and D's	6	**7**	
Mostly D's and F's	7	**3**	

(216-280)Z

B. PARENT INVOLVEMENT IN SCHOOL

Base: All Respondents

B1. In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school? **(CIRCLE ONE ANSWER ONLY)**

A good idea	1	**72**	(308)
A bad idea	2	**14**	
Don't know	3	**14**	

Base: All Respondents

B2. Please mark whether you think each statement about *your* school is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Mostly True	Mostly False	Don't Know	
1. My school does a good job of encouraging parental involvement in the classroom	1 **33**	2 **41**	3 **26**	(309)
2. My school does a good job of encouraging parental involvement in sports, arts, and other after school activities	1 **54**	2 **28**	3 **18**	(310)
3. My school does not give parents the opportunity for any meaningful roles	1 **18**	2 **57**	3 **26**	(311)
4. My school only contacts parents when there is a problem with their child	1 **65**	2 **23**	3 **11**	(312)

Base: All Respondents

B3. In general, when parents are involved with education, do you think it is important for them to be involved *at the school* itself, to be involved mainly at *home*, or are both important? **(CIRCLE ONE ANSWER ONLY)**

At school	1	**3**	(313)
Mainly at home	2	**34**	
Both are important	3	**63**	

Base: All Respondents

B4. Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Most Parents	Some Parents	Hardly Any Parents	Don't Know	
1. They take too little interest in their children's education	1 **11**	2 **67**	3 **15**	4 **7**	(314)
2. They leave their children alone too much after school	1 **18**	2 **52**	3 **14**	4 **15**	(315)
3. They fail to motivate their children so that they want to learn in school	1 **17**	2 **52**	3 **19**	4 **12**	(316)
4. They fail to discipline their children	1 **16**	2 **55**	3 **19**	4 **10**	(317)
5. They set too high or too strict an academic standard for their children to meet	1 **16**	2 **51**	3 **24**	4 **9**	(318)
6. They set too low an academic standard for their children	1 **10**	2 **43**	3 **33**	4 **14**	(319)
7. They fail to show respect for teachers	1 **7**	2 **35**	3 **46**	4 **13**	(320)
8. They neglect to see that their children's homework gets done	1 **24**	2 **51**	3 **14**	4 **11**	(321)

Base: All Respondents

B5. How involved are your parents or guardians with your education? **(CIRCLE ONE ANSWER ONLY)**

Very involved	1	**40**	(322)
Somewhat involved	2	**43**	
Not very involved	3	**11**	
Not at all involved	4	**4**	
Don't know	5	**2**	

Base: All Respondents

B6. Would you like your parents or guardians to become more involved, less involved, or remain as involved as they are now with your education? **(CIRCLE ONE ANSWER ONLY)**

Become more involved	1	**14**	(323)
Become less involved	2	**14**	
Remain as involved as they are now	3	**68**	
Don't know	4	**4**	

Base: All Respondents

B7. How often do your parents or guardians do the following things - - never, once a year, 2 or 3 times a year, or more than 3 times a year? **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Never	Once A Year	2 Or 3 Times A Year	More Than 3 Times A Year	Don't Know	
1. Attend a play, sports event, or concert at the school	1 **19**	2 **13**	3 **17**	4 **46**	5 **5**	(324)
2. Meet in person with a teacher or school official one-on-one....................	1 **20**	2 **34**	3 **29**	4 **13**	5 **4**	(325)
3. Talk on the telephone with a teacher or a school official..................	1 **27**	2 **26**	3 **24**	4 **15**	5 **7**	(326)
4. Attend meetings of a parents' group such as the PTA	1 **59**	2 **13**	3 **10**	4 **11**	5 **8**	(327)

Base: All Respondents

B8. How much of a say should parents have in decisions your school makes in the following areas: **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	A Lot	Some	None	Don't Know	
1. The subjects you are taught	1 **26**	2 **53**	3 **17**	4 **4**	(328)
2. Homework assignments - - how much and how often.......................	1 **19**	2 **41**	3 **35**	4 **5**	(329)
3. Extra-curricular activities offered	1 **27**	2 **49**	3 **19**	4 **5**	(330)
4. How to discipline students who misbehave	1 **38**	2 **36**	3 **20**	4 **6**	(331)
5. Changes made to the way grades are given	1 **26**	2 **41**	3 **27**	4 **6**	(332)

(333-380)Z

C. AT HOME INVOLVEMENT

Base: All Respondents

C1. Outside of school do your parents or guardians or other adults do any of the following things with you, or not? **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Yes, They Do	No, They Don't	Don't Know	
1. Encourage you to do well in school	1 **94**	2 **4**	3 **2**	(408)
2. Help you find the time and place to study	1 **62**	2 **33**	3 **5**	(409)
3. Help you go over your homework	1 **57**	2 **39**	3 **4**	(410)
4. Find time to talk with you about your school life	1 **73**	2 **24**	3 **4**	(411)
5. Encourage you to go to college	1 **87**	2 **10**	3 **3**	(412)
6. Encourage you to pursue your dreams	1 **84**	2 **12**	3 **4**	(413)

Base: Grades 10-12 (QA1/0,1, 2)

(ANSWER ITEM 7 IF YOU ARE IN GRADES 10-12)

	Yes, They Do	No, They Don't	Don't Know	
7. Help you understand college requirements and application procedures	1 **69**	2 **25**	3 **6**	(414)

Base: All Respondents

C2. In general, are your parents/guardians available when you need them to help you with school work, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, they are available	1	**84**	(415)
No, they are not available	2	**12**	
Don't know	3	**4**	

Base: All Respondents

C3. How helpful are your parents or guardians when you ask for their help with: **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	
1. Your school work	1 **44**	2 **41**	3 **12**	4 **2**	(416)
2. Problems you're having with your teachers or classmates	1 **46**	2 **36**	3 **14**	4 **4**	(417)
3. Emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school	1 **50**	2 **30**	3 **13**	4 **7**	(418)

(419-480)Z

D. FUTURE ASPIRATIONS

Base: All Respondents

D1. Of the following things, which one do you think you are best at? **(CIRCLE ONE ANSWER ONLY)**

Art/dance	1	(508)
Being creative	2	
Computers	3	
Making things	4	
Music	5	
School	6	
Solving problems	7	
Sports	8	
Understanding people	9	
Working with people	0	(509)
Writing	1	
Don't know	2	

Base: All Respondents

D2. What do you like most about yourself? **(CIRCLE ONE ANSWER ONLY)**

My appearance	1	(510)
My personality	2	
My ability to make people laugh	3	
My ability to make people feel good	4	
That people look up to me	5	
My popularity	6	
My ability to succeed at things	7	
My athletic ability	8	
That I am a trend setter	9	
That I am different from other people my age	0	(511)
Don't know	1	

Base: All Respondents

D3. How likely is it you will go to college? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	(512)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

Base: All Respondents

D4. In your opinion, how likely is it you will find a job in the field of your choice? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	(513)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

Base: All Respondents

D5. How likely is it you will work full-time? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	(514)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

Base: All Respondents

D6. What do you most want to achieve for your future?

a. In column 1, circle the one item that is most important to you for your future.

b. In column 2, circle the one item that is second most important to you for your future.

c. In column 3, circle the one item that is third most important to you for your future.

	Column 1 (Circle one)		Column 2 (Circle one)		Column 3 (Circle one)	
To get a good education	1	(515)	1	(517)	1	(519)
To work as little as possible	2		2		2	
To make a lot of money	3		3		3	
To get married & have a family	4		4		4	
To become famous	5		5		5	
To help society	6		6		6	
To join the military	7		7		7	
To work in the family business	8		8		8	
To do what you are best at	9		9		9	
To get a good job	0	(516)	0	(518)	0	(520)
To devote time to a hobby or sport	1		1		1	
To live a carefree life with little responsibility	2		2		2	
To live a busy life with a lot of responsibility	3		3		3	

Base: All Respondents

D7. Do you feel that each of these people actively encourage you to pursue your goals for the future, or not? **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Encourage Me	Do Not Encourage Me	Don't Know	
1. Teachers	1	2	3	(521)
2. Parents	1	2	3	(522)
3. Friends	1	2	3	(523)
Base: Grades 10-12 (QA1/0, 1, 2) **(ANSWER ITEM 4 IF YOU ARE IN GRADES 10-12)**				
4. Guidance counselors	1	2	3	(524)

Base: All Respondents

D8. Please mark how well each of the following statements describes you. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	A Lot Like Me	A Little Like Me	Not Like Me	
1. I have high expectations for my future	1	2	3	(525)
2. I believe that I will have the same opportunities as others to succeed in life	1	2	3	(526)
3. I expect to find my future job or career rewarding	1	2	3	(527)

Base: All Respondents

D9. Please mark whether you agree or disagree with each of the following statements. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Agree	Disagree	Don't Know	
1. I have good role models to learn from and follow in school	1	2	3	(528)
2. I have good role models to learn from and follow in my community	1	2	3	(529)

Base: All Respondents

D10. How confident are you that you will achieve your goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very confident	1	(530)
Somewhat confident	2	
Not very confident	3	
Not at all confident	4	
Don't know	5	

Base: All Respondents

D11. How easy do you think it is for girls to achieve their goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very easy	1	SKIP TO Q.D13	(531)
Somewhat easy	2	SKIP TO Q.D13	
Somewhat difficult	3	ASK Q.D11	
Very difficult	4	ASK Q.D11	
Don't know	5	SKIP TO Q.D13	

Base: Somewhat or very difficult for girls to achieve their goals (Q.D11/3, 4)

ANSWER QUESTION D12 IF YOU THINK IT IS "SOMEWHAT DIFFICULT" OR "VERY DIFFICULT" FOR GIRLS TO ACHIEVE THEIR GOALS.

D12. Why do you think it is difficult for girls to achieve their goals for the future? **(CIRCLE AS MANY AS APPLY)**

They set unrealistic goals	1	(532)
They are discouraged from pursuing their goals	2	
They are not motivated enough	3	
There are fewer opportunities in society for girls to succeed	4	
They have a hard time balancing family responsibilities and personal or professional goals	5	
They lack confidence in themselves	6	
There is too much competition along the way	7	
Other (PLEASE WRITE IN) ______________________________	8	
Don't know	9	

Base: All Respondents

D13. How easy do you think it is for boys to achieve their goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very easy	1	SKIP TO Q.D15	(533)
Somewhat easy	2	SKIP TO Q.D15	
Somewhat difficult	3	ASK Q.D14	
Very difficult	4	ASK Q.D14	
Don't know	5	SKIP TO Q.D15	

Base: Somewhat or very difficult for boys to achieve their goals (Q.D13/3, 4)

ANSWER QUESTION D14 IF YOU THINK IT IS "SOMEWHAT DIFFICULT" OR "VERY DIFFICULT" FOR BOYS TO ACHIEVE THEIR GOALS.

D14. Why do you think it is difficult for boys to achieve their goals for the future? **(CIRCLE AS MANY AS APPLY)**

They set unrealistic goals	1	(534)
They are discouraged from pursuing their goals	2	
They are not motivated enough	3	
There are fewer opportunities in society for boys to succeed	4	
They have a hard time balancing family responsibilities and personal or professional goals	5	
They lack confidence in themselves	6	
There is too much competition along the way	7	
Other (PLEASE WRITE IN) ______	8	
Don't know	9	

Base: All Respondents

D15. For each of the following statements, please indicate whether you believe it is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Mostly True	Mostly False	Don't Know	
1. Girls are as competitive in school as boys are	1	2	3	(535)
2. Boys set higher goals for the future than girls do	1	2	3	(536)
3. Girls are better at handling disappointments and frustrations than boys	1	2	3	(537)
4. Boys need more personal attention from their teachers than girls do	1	2	3	(538)
5. Girls need more support and encouragement to reach their potential in life than boys do	1	2	3	(539)

(540-580)Z

E. SCHOOL LIFE

Base: All Respondents
E1. Do you like school, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, like school 1 (608)
No, do not like 2
Don't know..........3

Base: All Respondents
E2. Do you enjoy participating in class, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, enjoy participating 1 (609)
No, do not enjoy 2
Don't know..........3

Base: All Respondents
E3. How often do you participate in class? **(CIRCLE ONE ANSWER ONLY)**

Very often..........1 (610)
Sometimes 2
Rarely..........3
Never..........4
Don't know..........5

Base: All Respondents
E4. In the past week how often did you raise your hand to participate in class? **(CIRCLE ONE ANSWER ONLY)**

Very often..........1 (611)
Sometimes 2
Rarely..........3
Never..........4
Don't know..........5

Base: All Respondents
E5. In the past week, how often did your teachers call on you when you raised your hand? **(CIRCLE ONE ANSWER ONLY)**

Very often..........1 (612)
Sometimes 2
Rarely..........3
Never..........4
Don't know..........5

Base: All Respondents

E6. How comfortable do you feel when your teachers call on you? **(CIRCLE ONE ANSWER ONLY)**

Very comfortable	1	(613)
Somewhat comfortable	2	
Not very comfortable	3	
Not at all comfortable	4	
Don't know	5	

Base: All Respondents

E7. Please mark whether you think each of these statements is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

		Mostly True	Mostly False	
1.	I raise my hand in class only if I feel certain that I know the answer	1	2	(614)
2.	Compared to my classmates, I am treated fairly by my teachers	1	2	(615)
3.	I feel that teachers don't listen to what I have to say	1	2	(616)
4.	I am competitive in my classes	1	2	(617)
5.	I dread being called on by the teacher	1	2	(618)
6.	I am laughed at when I give the wrong answers	1	2	(619)
7.	I make important contributions to class discussions	1	2	(620)
8.	I feel embarrassed when I have to speak in front of the class	1	2	(621)
9.	I want as much attention from my teachers as possible	1	2	(622)
10.	I prefer to listen in class rather than speak	1	2	(623)
11.	I tend to shout out the answers	1	2	(624)

Base: All Respondents

E8. When you answer questions correctly, do you usually get positive feedback from your teachers, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, get positive feedback 1 (625)
No, do not 2
Don't know 3

Base: All Respondents

E9. When you answer questions incorrectly, do you usually get helpful feedback from your teachers, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, get helpful feedback 1 (626)
No, do not 2
Don't know 3

Base: All Respondents

E10. How often do you receive enough attention from your teachers in class? **(CIRCLE ONE ANSWER ONLY)**

Very often	1	SKIP TO Q.E12	(627)
Sometimes	2	SKIP TO Q.E12	
Rarely	3	ASK Q.E11	
Never	4	ASK Q.E11	
Don't know	5	SKIP TO Q.E12	

Base: Sometimes, rarely or never receive enough attention from your teachers in class (Q.E10/2, 3, 4)

ANSWER QUESTION E11 IF YOU "SOMETIMES," "RARELY" OR "NEVER" RECEIVE ENOUGH ATTENTION FROM YOUR TEACHERS IN CLASS

E11. Why do you think you don't get enough attention from your teachers? **(CIRCLE AS MANY AS APPLY)**

They don't like to be interrupted when teaching the lesson 1 (628)
They don't care about me 2
They pay too much attention to the boys 3
They pay too much attention to the girls 4
They don't think that I have something worthwhile to say 5
They are sure I know the right answers and would rather get other students to participate 6
They are too busy keeping control of the class 7
There are too many students in my class 8
Other (PLEASE WRITE IN)

________________________________ 9

Base: All Respondents

E12. Overall, how much do teachers encourage you to do your best? **(CIRCLE ONE ANSWER ONLY)**

Very much	1	(629)
Somewhat	2	
Not very much	3	
Not at all	4	
Don't know	5	

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY; YOUR PARTICIPATION IS GREATLY APPRECIATED!

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:

Questionnaire No.: ____________ **(1-5)**

Study No. 628203T
Final (108-114)
Date: April 23, 1997

Card Number (6-7)

Sample Set No. (160-163)

115-126Z

TEACHERS' VIEWS ON PARENTAL INVOLVEMENT AND STUDENT BEHAVIORS

Time Started: ____________ **A.M./P.M.**

Interviewer ______________________ I.D. NO.: __________ Date of Interview: mm/dd/yy) (127-132)

133-149

Area Code: ____________ (150-152) Telephone No.: ______________________ (153-159)

QA. Hello, I'm ____________________ from Louis Harris and Associates, the national survey research firm located in New York. We are conducting a national survey among teachers to better understand their views and opinions on a number of important topics in education, and we would like to ask you a few questions.

(IF NECESSARY)
This is the sixteenth in a series of surveys that Harris has conducted on the American teacher on behalf of the Metropolitan Life Insurance Company.

(IF NECESSARY)
The survey findings will be publicly released and we hope they foster a dialogue about teachers' views and concerns. Of course, as with all Harris surveys, the results will be reported in statistical form only - - as percentages - - your answers will remain confidential.

State (164-165)
Sample Da (166-168)

169-180 **DP Use**

Note: This questionnaire contains teachers' responses to Sections A and B, the subject of this report, and Section F (demographics). Sections C and D are the subject of another report in this series.

SECTIONS:

SCREEN
SECTION A: PARENTAL INVOLVEMENT
SECTION B: AT-HOME INVOLVEMENT
SECTION C: CLASSROOM INTERACTIONS
SECTION D: STUDENTS' FUTURE ASPIRATIONS
SECTION F: FACTUALS

Continue 208- 1
Not available 2
DK 8
Refused 9

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SCREEN

BASE: ALL RESPONDENTS

QB. Do you teach in a middle school (grades 6-8), a junior high (grades 7-9), or a high school (grades 9-12 or 10-12)?

Middle school	(210(30	- 1	(ASK QC)
Junior high	9	- 2	(ASK QC)
High school	61	- 3	(ASK QC)
Elementary school (Vol.)	-	- 4	(RECORD GENDER AT Q.455 AND SCREEN OUT)
Don't know	-	- 8	(RECORD GENDER AT Q.455 AND SCREEN OUT)
Refused	-	- 9	(RECORD GENDER AT Q.455 AND SCREEN OUT)

211Z

BASE: ALL RESPONDENTS

QC. Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?

/__/__/ Years (Range 1-50)
(212-213)

Don't know ....(212(- -&
Refused.. - --

Less than 5 years	9%
5-9 years	14%
10-14 years	14%
15-19 years	15%
20 or more years	47%

Mean: 18 years
Median: 18 years

QC1. IF RESPONDENT HAS TAUGHT FOR LESS THAN FIVE YEARS (QC<5), RECORD GENDER AT Q.455 AND SCREEN OUT.

QC2. IF RESPONDENT HAS TAUGHT FOR FIVE YEARS OR MORE (QC≥5), ASK Q1.

A. PARENTAL INVOLVEMENT

BASE: ALL RESPONDENTS

[*] Q1. I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect. (READ EACH ITEM)

ROTATE -- START AT "X"	Excellent	Good	Fair	Poor	Don't Know	Refused
( )A. The qualifications and competence of teachers in your school ....(214(	54 - 1	41 - 2	4 - 3	* - 4	* - 5	* - 6 215Z
( )B. The amount of support for the school shown by the parents ....(216(	19 - 1	44 - 2	28 - 3	10 - 4	- - 5	- - 6 217Z
( )C. The availability and responsiveness of *parents* when you need to contact them...................................(218(	16 - 1	47 - 2	27 - 3	10 - 4	* - 5	- - 6 219Z
( )D. The relations between parents and teachers in your school ....(220(	13 - 1	58 - 2	24 - 3	4 - 4	* - 5	- - 6 221Z
DO NOT ROTATE						
E. The overall quality of the education that students receive at your school......(222(	37 - 1	55 - 2	7 - 3	1 - 4	* - 5	* - 6 223Z

BASE: ALL RESPONDENTS

[*] Q5. Tell me whether you agree or disagree with each statement about *your* school.

ROTATE -- START AT "X"	Agree	Disagree	Don't Know	Refused
( ) A. Our school does a good job of encouraging parental involvement in *educational* areas...............(224(	81 - 1	19 - 2	* - 3	- - 4 225Z
( ) B. Our school does a good job of encouraging parental involvement in sports, arts, and other non-subject areas ....(226(	85 - 1	14 - 2	1 - 3	* - 4 227Z
( ) C. Our school only contacts parents when there is a problem with their child...................................(228(	26 - 1	74 - 2	* - 3	- - 4 229Z

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[*] Asked of teachers in 1987

BASE: ALL RESPONDENTS

*Q10. Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all.

ROTATE -- START AT "X"	Very Valuable	Somewhat Valuable	Not Too Valuable	Not Valuable At All	Don't Know	Refused	
( )A. Involving parents as promoters and fund raisers for your school............(230(	65 - 1	30 - 2	3 - 3	1 - 4	* - 5	- - 6	231Z
( )B. Involving parents on a management team to determine school policies..(232(	42 - 1	44 - 2	9 - 3	4 - 4	* - 5	* - 6	233Z
( )C. Providing parents with information and materials to support or reinforce what is being taught at school..................234(	69 - 1	27 - 2	4 - 3	* - 4	- - 5	- - 6	235Z
( )D. Placing parents on committees that decide the curriculum of the school(236(	25 - 1	49 - 2	18 - 3	8 - 4	* - 5	* - 6	237Z
( )E. Having parents do volunteer work to help out at the school.....................(238(	70 - 1	28 - 2	2 - 3	* - 4	- - 5	- - 6	239Z

BASE: ALL RESPONDENTS

*Q15. How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied... (240(	30 - 1
Somewhat satisfied..	48 - 2
Somewhat dissatisfied	19 - 3
Very dissatisfied..	3 - 4
Don't know	- - 5
Refused..	- - 6

241Z

BASE: ALL RESPONDENTS

*Q 20. When it comes to (READ EACH ITEM) do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

ROTATE -- START AT "X"	Actively Consulted	Just Kept Informed	Not Be Involved At All	Don't Know	Refused	
( ) A. Changes in what subjects are taught........(242(	44 - 1	53 - 2	2 - 3	* - 4	* -5	243Z
( ) B. Changes in extra-curricular activities.......(244(	52 - 1	47 - 2	1 - 3	* - 4	* -5	245Z
( ) C. Changes in homework policy...................(246(	43 - 1	55 - 2	2 - 3	* - 4	* -5	247Z
( ) D. Changes in the discipline policy..............(248(	61 - 1	38 - 2	1 - 3	- - 4	* -5	249Z

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* Asked of teachers in 1987

BASE: ALL RESPONDENTS

*Q25. In general, when parents are involved with education, do you think it is important for parents to be involved *at the school* itself, or to be involved mainly at *home*?

At school	(250(41 - 1
Mainly at home	24 - 2
Both (vol.)	35 - 3
Neither (vol.)	- - 4
Don't know	* - 5
Refused	- - 6

251Z

BASE: ALL RESPONDENTS

*Q30. Let me ask about some criticisms that are sometimes made of parents. How many *parents* do you think (READ EACH ITEM) - - most, many, some, or hardly any?

ROTATE -- START AT "X"	Most Parents	Many Parents	Some Parents	Hardly Any Parents	Don't Know	Refused	
( )A. Take too little interest in their children's education (252(	15 - 1	39 - 2	42 - 3	4 - 4	* - 5	- - 6	253Z
( )B. Fail to motivate their children so that they want to learn in school (254(	14 - 1	36 - 2	45 - 3	5 - 4	* - 5	- - 6	255Z
( )C. Fail to discipline their children (256(	14 - 1	42 - 2	40 - 3	3 - 4	1 - 5	- - 6	257Z
( )D. Neglect to see that their children's homework gets done (258(	23 - 1	45 - 2	30 - 3	2 - 4	* - 5	- - 6	259Z

BASE: ALL RESPONDENTS

*Q35. Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education.

ROTATE -- START AT "X"	Help A Lot	Help Some	Not Help Much	Not Help At All	Don't Know	Refused	
( )A. Having parents spend much more time with their children at home in support of school and teachers (260(	91 - 1	9 - 2	1 - 3	- - 4	- - 5	* - 6	261Z
( )B. Getting teachers and parents to meet together and talk about school policies (262(	49 - 1	45 - 2	5 - 3	1 - 4	* - 5	- - 6	263Z
( )C. Having the school give more guidance to teachers about how to involve parents better in the future (264(	36 - 1	53 - 2	9 - 3	2 - 4	* - 5	- - 6	265Z

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* Asked of teachers in 1987

BASE: ALL RESPONDENTS

Q40. Would you like to see the level of parental involvement in your school increase, decrease, or stay the same as it is now?

Would like to see it increase .... (266(83 - 1
Would like to see it decrease .... * - 2
Would like to see it stay the same .... 16 - 3
Don't know .... * - 4
Refused .... * - 5

267Z

B. AT-HOME INVOLVEMENT

BASE: ALL RESPONDENTS
Q100. Has your school provided parents with information on how to (READ EACH ITEM), or not?

ROTATE -- START AT "X"		Has Provided	Has Not Provided	Don't Know	Refused	
( ) A. Help their child with homework assignments	(268(	66 - 1	29 - 2	5 - 3	- - 4	269Z
( ) B. Communicate high expectations to their child	(270(	58 - 1	35 - 2	7 - 3	* - 4	271Z
( ) C. Motivate their child	(272(	55 - 1	38 - 2	7 - 3	- - 4	273Z
( ) D. Help their child develop good study habits	(274(	71 - 1	25 - 2	4 - 3	- - 4	275Z

BASE: ALL RESPONDENTS
Q105. In your opinion, what is the main obstacle facing students when it comes to doing schoolwork at home? (SINGLE RECORD - - DO NOT READ LIST)

Not enough structure in the home	(276(	4 - 1		
Not quiet enough, too many distractions		9 - 2		
Not enough discipline on part of parent		4 - 3		
Not enough discipline on part of student		4 - 4		
Uninvolved parents/lack of parental support		20 - 5		
Students lack motivation		14 - 6		
Students are disorganized or unorganized		2 - 7		
Students spend too little time doing school work		6 - 8		
Television, computer		12 - 9		
Other (SPECIFY AT Q.105x)	(278(	9 - 1	(9008-9009)	
Don't know		* - 2		
Refused		- - 3		
After school employment		8		277Z
Extra-curricular activity		4		
Time management		1		
Lack of parental supervision		1		
Peer pressure		*		

C. CLASSROOM INTERACTIONS:

Q200. Now I'd like to ask you some questions about behaviors that occur in the classroom.

BASE: ALL RESPONDENTS
Q201. In the past week, who (READ EACH ITEM) - - boys or girls?

ROTATE -- START AT "X"	Boys	Girls	No Difference (Vol.)	No Girls in Classroom (Vol.)	No Boys in Classroom (Vol.)	Don't Know	Refused
( ) A. Raised their hands in class more often....... (279(	___- 1	___- 2	___- 3	___- 4	___-5	___-6	___-7 280Z
( ) B. Called out the answers more often ..... (308(	___- 1	___- 2	___- 3	___- 4	___-5	___-6	___-7 309Z
( ) C. Asked for help after class more often .. (310(	___- 1	___- 2	___- 3	___- 4	___-5	___-6	___-7 311Z
( ) D. Demanded more attention during class ... (312(	___- 1	___- 2	___- 3	___- 4	___-5	___-6	___-7 313Z
( ) E. Enjoyed participating more in class................ (314(	___- 1	___- 2	___- 3	___- 4	___-5	___-6	___-7 315Z

BASE: ALL RESPONDENTS
Q205. When students call out the right answers in class without raising their hand, how likely are you to acknowledge them – very likely, somewhat likely, not very likely, or not at all likely?

Very likely .... (316(___ - 1
Somewhat likely ....___ - 2
Not very likely ....___ - 3
Not at all likely ....___ - 4
Don't know ....___ - 5
Refused...___ - 6

317Z

BASE: ALL RESPONDENTS
Q210. In the past week, did you spend more time rewarding good behaviors or disciplining bad behaviors in class?

Rewarding good behaviors .... (318(___ - 1
Disciplining bad behaviors ....___ - 2
Equal time on both (Vol.) ....___ - 3
Don't know ....___ - 4
Refused...___ - 5

319Z

BASE: ALL RESPONDENTS

Q215. For each of the following statements please indicate whether you feel it is mostly true or mostly false.

ROTATE -- START AT "X"		Mostly True	Mostly False	Don't Know	Refused
( )A. Students raise their hands in class only if they feel certain that they know the answer	(320(	___ - 1	___ - 2	___ - 3	___ - 4 321Z
( )B. Most students enjoy participating in class	(322(	___ - 1	___ - 2	___ - 3	___ - 4 323Z
( )C. Students who give the wrong answers are laughed at	(324(	___ - 1	___ - 2	___ - 3	___ - 4 325Z

BASE: ALL RESPONDENTS

Q220. What proportion of students would you say feel comfortable when you call on them in class -- most, some, a few, or none?

Most .... (326(___ - 1
Some .... ___ - 2
A few .... ___ - 3
None .... ___ - 4
Don't know .... ___ - 5
Refused .... ___ - 6

327Z

BASE: ALL RESPONDENTS

Q225. What proportion of students would you say feel they get enough attention from you in class -- most, some, a few, or none?

Most .... (328(___ - 1 (SKIP TO Q.300)
Some .... ___ - 2 (ASK Q.230)
A few .... ___ - 3 (ASK Q.230)
None .... ___ - 4 (ASK Q.230)
Don't know .... ___ - 5 (SKIP TO Q.300)
Refused .... ___ - 6 (SKIP TO Q.300)

329Z

BASE: RESPONDENTS WHO SAY SOME, A FEW, OR NONE GET ENOUGH ATTENTION (Q.225/2,3,4) 328 (234)

Q230. Why do you think students don't get the attention they need in class? (MULTIPLE RECORD -- DO NOT READ LIST)

Teacher too busy teaching lesson .... (330(___ - 1
Teacher too busy controlling the class .... ___ - 2
Students don't have worthwhile things to say .... ___ - 3
Teacher ignores students who always know the answer .... ___ - 4
Too many students in the class .... ___ - 5
Some students are needy because they don't get enough attention at home .... ___ - 6
Some students just want to draw as much attention as possible to themselves .... ___ - 7
Other (SPECIFY AT 230X)

331Z

________________ ...... (332(___ - 1 (9010-9015)

Don't know .... ___ - 2 SP
Refused .... ___ - 3 SP

D. STUDENTS' FUTURE ASPIRATIONS

Q300. Now I'm going to ask you some questions about your students' goals and aspirations. The first few questions will be about similarities and differences that you've noticed between boys and girls based on your observations as a teacher.

BASE: ALL RESPONDENTS

Q301. Who appears to set higher goals for their future - - boys or girls?

Boys set higher goals.. (333(___ - 1
Girls set higher goals ....___ - 2
No difference (Vol.) ....___ - 3
Don't know ....___ - 4
Refused...___ - 5

334Z

BASE: ALL RESPONDENTS

Q305. Who appears to have more inner confidence in their ability to achieve the goals they set for themselves - - boys or girls?

Boys appear more confident.. (335(___ - 1
Girls appear more confident ....___ - 2
No difference (Vol.) ....___ - 3
Don't know ....___ - 4
Refused..___ - 5

336Z

BASE: ALL RESPONDENTS

Q310. Who expresses a stronger need for (READ EACH ITEM) - - boys or girls?

ROTATE -- START AT "X"	Boys	Girls	No Difference (Vol.)	Don't Know	Refused
( ) A. Guidance in their educational and career plans	(337(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5 338Z
( ) B. Encouragement related to pursuing their goals..	(339(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5 340Z
( ) C. Information on career or job choices	(341(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5 342Z

BASE: ALL RESPONDENTS

Q315. Based on your observations and opinion, about what percentage of boys in your classes do you think will graduate from college?

/ / / / % Boys (Range 0-100)
(343-345)

No boys in classes (Vol.) .... (343-345(___ - 101
Don't know .... (343(___ - &
Refused...___ - -

BASE: ALL RESPONDENTS

Q320. And what percentage of girls in your classes do you think will graduate from college?

/__/__/__/ % Girls (Range 0-100)
(346-348)

No girls in classes (Vol.)(346-348(___ - 101
Don't know .... (346(___ - &
Refused....................................___ - --

BASE: ALL RESPONDENTS

Q325. Over the past year, recalling conversations you've had with students outside of class, have you ever talked to them about their job or career aspirations, or not?

Yes, talked about job or career aspirations................ (349(___ - 1 (ASK Q.330)
No, have not..___ - 2 (SKIP TO Q.335)
Don't know ....___ - 3 (SKIP TO Q.335)
Refused..___ - 4 (SKIP TO Q.335)

350Z

BASE: TALKED TO STUDENTS ABOUT JOB OR CAREER ASPIRATIONS (Q.325/1) 349(1)

Q330. During the past year, would you say you've had more conversations about the subject of careers with boys or with girls?

Boys .... (351(___ - 1
Girls..___ - 2
No difference (vol.)...............................___ - 3
Don't know ....___ - 4
Refused..___ - 5

352Z

BASE: ALL RESPONDENTS

Q335. Overall, as things stand today, do you believe that girls and boys have equal opportunities to pursue the careers of their choice, or not?

Have equal opportunities .... (353(___ - 1
Do not have equal opportunities ....___ - 2
Don't know ....___ - 3
Refused...___ - 4

354Z

BASE: ALL RESPONDENTS

Q340. For each of the following statements, please tell me whether you believe it is mostly true or mostly false?

ROTATE -- START AT "X"		Mostly True	Mostly False	Don't Know	Refused
( ) A. Girls are as competitive in school as boys	(355(	___ - 1	___ - 2	___ - 3	___ - 4 356Z
( ) B. Girls are better at handling disappointments and frustrations than boys	(357(	___ - 1	___ - 2	___ - 3	___ - 4 358Z
( ) C. Boys need more personal attention from their teachers than girls do..	(359(	___ - 1	___ - 2	___ - 3	___ - 4 360Z
( ) D. Girls need more support and encouragement to reach their potential in life than boys do....................	(361(	___ - 1	___ - 2	___ - 3	___ - 4 362Z

F. FACTUALS

Q400. These last few questions are for background purposes only.

BASE: ALL RESPONDENTS
Q401. Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

Inner city	(363(	13	- 1
Urban		12	- 2
Suburban		27	- 3
Small town		27	- 4
Rural		20	- 5
Don't know		*	- 6
Refused		-	- 7

364Z

BASE: ALL RESPONDENTS
Q405. What would you estimate to be the median income of the community in which most students who attend your school live? Would you say (READ LIST)?

$10,000 or less	(365(	4	- 1
$10,001 to $15,000		8	- 2
$15,001 to $20,000		20	- 3
$20,001 to $30,000		26	- 4
$30,001 to $40,000		17	- 5
$40,001 to $50,000		10	- 6
$50,001 to $60,000		5	- 7
$60,001 or over		7	- 8
Don't know		2	-9
Refused	(366(	*	- 0

BASE: ALL RESPONDENTS
Q410. What is the highest level of school that you yourself have completed? (READ LIST IF NECESSARY)

Four-year college graduate	(367(	19	- 1
Some graduate credits		20	- 2
Masters completed		37	- 3
Credits beyond masters		23	- 4
Ph.D. completed		2	- 5
Don't know		*	- 6
Refused		-	- 7

368Z

BASE: ALL RESPONDENTS

Q415. Was your undergraduate college degree in education, or not?

Yes, education	(369(	70	- 1
No, not education		30	- 2
Don't know		-	- 3
Refused		-	- 4

370Z

ASK Q.420 IF "SOME GRADUATE CREDITS," "MASTERS COMPLETED," "CREDITS BEYOND MASTERS," OR "Ph.D. COMPLETED" IN Q.410; OTHERS SKIP TO Q.425

BASE: GRADUATE COURSE CREDITS OR GRADUATE DEGREE (Q.410/2,3,4,5) 367 (2-5)

Q420. Was your graduate training mainly in education, or not?

Yes, mainly in education	(371(	81	- 1
No, not mainly in education		19	- 2
Don't know		*	- 3
Refused		-	- 4

372Z

BASE: ALL RESPONDENTS

Q425. How old are you?

/ / / Range 18-99

(373-374)

Years			
18-29	8%	Mean	= 45
30-49	57%	Median	= 46
50+	33%		

Don't know	(373(	*	-&
Refused		1	- -

BASE: ALL RESPONDENTS

Q430. Are you of Hispanic origin such as Mexican American, Latin American, Puerto Rican, or Cuban, or not?

Yes, of Hispanic origin	(375(	4	- 1
No, not of Hispanic origin		95	- 2
Don't know		*	- 3
Refused		1	- 4

376Z

BASE: ALL RESPONDENTS

Q435. Do you consider yourself white, black or African-American, Asian, Native American, or some other race?

White	(377(	87	- 1
Black or African-American		7	- 2
Asian or Pacific Islander		1	- 3
Native American or Alaskan Native		1	- 4
Some other race		3	- 5
Don't know		-	- 6
Refused		1	- 7

378Z

BASE: ALL RESPONDENTS

Q440. Which of the following income categories best describes your total 1996 household income? Was it (READ LIST)?

$7,500 or less	(379(	*	- 1
$7,501 to $15,000		1	- 2
$15,001 to $25,000		3	- 3
$25,001 to $35,000		13	- 4
$35,001 to $50,000		25	- 5
$50,001 to $75,000		31	- 6
$75,001 to $100,000		16	- 7
$100,001 or over		8	- 8
Don't know		*	- 9
Refused	(380(	4	- 0

INTERVIEWER: TOTAL HH INCOME BEFORE TAXES FROM ALL SOURCES -- IF UNSURE OF 1996 INCOME, PROBE FOR ESTIMATE

BASE: ALL RESPONDENTS

Q445. Have you ever received an award, citation or special recognition for your teaching, or not?

Yes, received award	(408(	57	- 1
No, did not		43	- 2
Don't know		-	- 3
Refused		*	- 4

409Z

BASE: ALL RESPONDENTS

Q450. Have you ever attended a seminar or workshop on ways to reduce or eliminate gender bias in the classroom, or not?

Yes, attended	(410(	57	- 1
No, did not		43	- 2
Don't know		*	- 3
Refused		-	- 4

411Z

That completes the interview. Thank you very much for your cooperation!

BASE: ALL RESPONDENTS

Q455. From observation: Respondent gender

Male	(412(	43	- 1
Female		57	- 2

413Z

Q.457	Yes	(414(	___	- 1
	No		___	- 2

415Z

Complete (416(___ -1

417-473Z

474-480
Respondent Weight Field

NOTES

•The Metropolitan Life Survey of the American Teacher, 1984-1995, Old Problems, New Challenges revisits concerns addressed in our first survey, in an attempt to find out whether the educational system has changed after years of intensive reform efforts. (Out of Print)

•The Metropolitan Life Survey of the American Teacher 1996, Students Voice Their Opinions on:

·Violence, Social Tension and Equality Among Teens–Part I, is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of Print)

·Their Education, Teachers and Schools–Part II, provides students' views on their education and where improvements are most needed.

·Learning About Values and Principles in School–Part III, gives the education community a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom. (Out of Print)

·Learning About Multiculturalism–Part IV, assesses students' opinions and interests about multicultural topics and provides an important and encouraging message to educators about the likely benefits if multiculturalism is given greater attention in the schools.

•The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.

Mini-Surveys – Teachers' Views on Current Issues in Education

•The Metropolitan Life Survey of the American Teacher, 1991, Coming to Terms probes emerging problems related to tightened school budgets. (Out of print)

•The Metropolitan Life Survey of the American Teacher, 1992, Ready or Not: Grade Level Preparedness examines teachers' perspectives on an issue that is key to the new national education goals. (Out of print)

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18000143869 (0298) Printed in U.S.A.